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ABSTRACT

The four issues of the quarterly newsletter contained in this document focus on the use of communication technologies in developing countries to educate the people about various social issues as well as the field of development communication itself. Environment and communication is the theme of the first issue, which includes articles on environmental education, communication for conservation, the urban environment, environmental journalism, magazines about the environment for children, and communicating through surveys. The second issues highlights communication and health; topics addressed include lessons learned in health communication, mass media entertainment for AIDS communication in Zaire, innovations in counseling, safer birthing methods, training videos, AIDS prevention, rural communication strategies, and mass media and behavior change. Articles in the third issue discuss early childhood development and development communication, including communicating the challenges of the 1990s, early child development programs, children as communicators, peasant children centers in Ecuador, creative use of video in early child health and education in Thailand, understanding child development, communicating with parents, and materials development. The current status of development communication is the focus of the last issue, including communication planning, talking to development bankers, Project Saturn Global (an educational, distributed satellite radio network), simplified computer graphics technology, selecting allies for development communication,and participatory communication for social change. (ALF)

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Development Communication Report

No. 76
1992/1

To Our Readers:

This issue focuses on a theme both specific to regions and activities, and universal in its call to action: **The Environment and Communication.** With the upcoming Earth Summit (the United Nations Conference on the Environment and Development) this summer and increasing *think globally, act locally* campaigns, people across the globe are thinking about how we can work together to sustain the environment. Building on *DCR* no. 65, this *DCR* looks at the role of development communication with a particular emphasis on environmental journalism and communication strategies related to the rural and urban environment. As the environment is a huge topic, we have only scraped the surface. Therefore, we invite you to pursue the resources and networks listed within.

-The Editor

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Environmental Education and Communication: Pulling it All Together

by Anthony J. Meyer

Worldwide environmental issues ranging from the hazardous waste in your backyard to ozone depletion far away in the atmosphere can threaten our planet and compromise our quality of life. The positive and negative effects of environmental interactions are just beginning to be better understood and addressed. Within this context, environmental education and communication have a remarkable opportunity to accelerate understanding and to mobilize national and community participation in change.

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Communication for Conservation:

Saving the Forest and the Golden Lion Tamarin in Brazil

by Lou Ann Dietz and Elizabeth Nagagata

The major threat to the survival of endangered species worldwide is the destruction of their habitat by people. To save the environment and its inhabitants, the problem must be tackled from all angles: by conducting research to understand the species and their interrelationships; by implementing long-term management and protection of habitat and the key individual species; and perhaps most imminently, by gaining the support of the people causing the destruction. The following paragraphs document how World Wildlife Fund and its coalition of supporters changed behavior and is saving the habitat of the endangered golden lion tamarin.

Since 1983, the National

(continued on p. 4)

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Development Communication Report

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Pulling it All Together,

continued from p.1

Communication because it is the exchange of information. In social programs, its effectiveness depends on assessing audience needs and taking into account social, cultural and economic aspects of a problem as well as on the quality of educational messages and materials.

Education because it involves learning — learning how to think about an issue and its solution; how to acquire and refine skills for solving problems; how to transfer what is learned from situation to situation.

In social programs, communication and education together lead to increased public participation in problem solving and in activities which promote change. The participation of many individuals over time can lead to changed expectations for individual behavior and institutional practices.

The process of communication and education together might be thought of as the "heating up" of a society around an issue through the "saturation" of all available channels of communication. In a "hot" society, all channels of communication and the processes of individual and social change reinforce a message. From the perspective of designing an education and communication program, this might be called the "saturation" approach to social change.

An American Example of "Saturation"

Over ten years, the U.S. went from a pro-smoking society to one where smoking became socially taboo due to a "heating up" process. A decade ago, research information about the link between smoking and chronic disease, particularly cancer and heart attack, was communicated to health professionals in a hostile environment where smoking was considered socially "in." But information campaigns by government and cancer/heart associations put smoking on the public agenda. The result? Conversations about smoking increased within households, doctors offices, and in laboratories. Community organizations began to take action. Schools and the workplace joined in. Grassroots pressure forced municipal and federal regulations to be updated. As smoking became a "hot" issue, the U.S. became "saturated" with negative information about the health effects and social horrors of smoking. Now, smoking in the U.S. is socially "out."

No smoking campaigns became a catalyst for change in attitudes and behavior in health with "smoking" as a unifying symbol. Under the umbrella of "smoking", the rituals and behaviors associated with smoking were individually affected by the saturation process. Therefore, other health activities related to smoking also reaped the benefits. Extending the impact of saturation can be applied to other contexts.

Today, a new global image is emerging - an image which represents the environment and unifies people behind its common cause. The symbol of a "Green" earth and the color "green" is perpetuating an environmental movement the result of and an inspiration to environmental education and communication efforts everywhere.

The evidence? In Europe, "Green" political parties are gaining popular support. All over the world, "green" label marketing approaches are influencing consumer behavior. Just as in the smoking example, acting upon the unifying symbol of "green" through environmental education and communication has the potential to strengthen programs and further heat up public consciousness. Environmental education and communication provides the opportunity to support policy change, institutional change and behavior change in highly segmented audiences.

Stage 1: Setting the Public Agenda

Globally, the public is already talking about the environment. Numerous single issue environmental groups and educational programs are already in operation. At some point, major public events — including natural disasters, the threat of cholera in a country or a global activity such as the United Nations Conference on the Environment and Development in Rio de Janeiro — combine with steadily increasing interest. People become ready to talk about, think about

and support environmental activities. Membership in existing environmental groups increases, and new programs and opportunities for popular participation appear.

Stage 2: Engaging Key Institutions

Building alliances and collaboration among institutions creates a network. Lead institutions reach out to other institutions representing social processes — education, work, religion and government — and initiate collaborative educational activities. For example, school systems integrate environmental modules within existing curricula and initiate teacher training and youth eco-clubs. (See Salgado, P. 18) Community based action increasingly addresses local issues such as garbage collection and industrial pollutants. Media coverage responds more frequently and positively.

Stage 3: Establishing a New Environmental Order

Governmental and non-governmental institutions become the initiators of environmental education and participation becomes broader and more diverse. Specific target audiences begin to modify their role with regard to particular environmental problems. Community mobilization increasingly generates demand for appropriate regulatory change. Expectations for appropriate individual and social behavior begin to change. Finally, "Green" positions become "in," "non-Green" positions "out."

Ensuring Excellence: Applied Research

Experience with development communication in other sectors leads to optimism in reaching new levels of excellence in combining environmental education and communication. Perhaps the most important element in "pulling it all together," however, is to maintain commitment to well tried applied research procedures.

- Investigation of target audience characteristics (including socio-economic, gender and cultural) and attributes (attitudinal and behavioral) in relation to local environmental issues provides insight into an appropriate models of behavior change and effective educational strategies, messages and materials.
- Limited testing of innovative strategies devised for local situations will uncover refinements needed for broader application.
- Comparison studies between the impact of different educational strategies with similar objectives will provide a basis for future strategic choices.
- Standardized indicators of impact and evaluation studies will provide an assessment of the progress and impact of programs and, to some extent, the relative power of different components within the programs.
- Content analyses of mass media over time will provide profiles of societies "heating up" on environmental issues.
- Description of the differences between industrialized country and developing country objectives, program content and impact will provide a source of new insight about the process of social and individual change.

In addition, applied research can also advance the state of the art for environmental education and communication when properly field-tested. There are two major sources for such innovation:

(1) the refinement of social change theory at universities and research firms;

(2) "creative" concepts with proved efficacy in other sectors such as the "enter-educate" approach (education through entertainment) in the population sector.

This description of the potential and progress of environmental education and communication is, in reality, a call to action. The "heating up" of societies on environmental issues is technically within our reach through environmental education and communication programs. It is up to us to develop the funding, the research-based strategies — and the communication among professionals about results, both successes and failures — required to make it happen. ■

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Environmental Education and Communication ...

- Sets a public agenda which generates widespread discussion, helps to define issues and builds consensus for action;
- Legitimizes environmental policies and programs;
- Increases broad participation in decision making and action;
- Supports change in individual behavior and institutional practices required to improve the environment;
- Cuts across single-issues to generate change in social norms and expectations for safeguarding the environment; and
- Accommodates local agendas, national regulations and international agreements.

Golden Lion Tamarin, continued from p.1

Zoological Park, Smithsonian Institution. The Friends of the National Zoo, Wildlife Preservation Trust International, the National Science Foundation, and the World Wildlife Fund have supported the golden lion tamarin project (GLT) in collaboration with Brazilian governmental and nongovernmental organizations. The golden lion tamarin is a tiny and beautiful endangered monkey that lives in its lowland Atlantic Forest habitat in the area of Rio de Janeiro, Brazil — one of the most endangered tropical forests in the world. The coalition recognized that the hazards of deforestation not only threaten the future of the golden lion tamarin and the rainforest, but over the long term, the world.

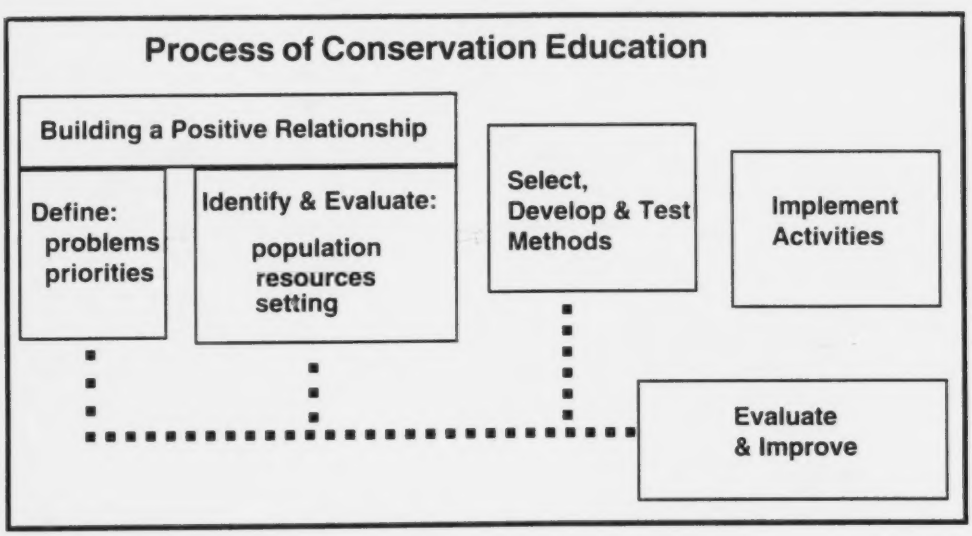
Public support can be gained in two ways: by providing economic alternatives which maintain the natural ecosystem, or through targeted environmental education and communication programs. Using a combination of the scientific expertise of the biologist and the technology and communication skills of the environmental education specialist, The GLT project chose a social marketing approach. A systems model was designed (see chart) to focus efforts on priority problems, systematically suggest appropriate solutions, and provide a continuous feedback loop.

Understanding Environmental Education

To understand concepts such as *ecological interdependence*, people need direct experience. Environmental education is one of the most important factors associated with positive attitudes towards animals. Research shows, for example, people express more immediate affection for animals who have human-like characteristics. Therefore, because primates are somewhat related to humans in intelligence and often in their social structure, and, like other mammals, nurture and suckle their young, they are generally good entry points for environmental education programs about the tropical rainforest. Once people begin to learn about the complexity of the environment, then their own impact can be reflected upon more easily.

To affect change, people at *all levels of influence* should be involved. The rural peasants, the public officials, the landowners, and the entrepreneurs — no one set of people is responsible. Therefore, The GLT project not only took a multi-media approach, but targeted several audiences simultaneously.

Finally, finding the appropriate mode of communication is central to environmental education. In the GLT project, surveying the rural community surrounding the forest produced an unexpected communication opportunity. While the local communities were largely illiterate, did not have electricity or telephones, and did not have an obvious forum for environmental education, the GLT project educators found that 80% of the residents regularly viewed televisions powered by car batteries and 99% listened to radio. These findings enabled communicators to design and begin delivering information about the golden lion tamarin to their audience. Without the in depth study of the area, WWF would have most likely misjudged this media opportunity.



The Means Define the Ends

By creating the systems model, the GLT project staff was able to be guided through their procedures systematically and to make revisions as needed. Here's how:

Prioritizing and Strategizing

The teamwork of the biologist and educator was of utmost importance. Biologists studying the ecology of the golden lion tamarin identified the major threats. While hunting and capturing for the pet trade was a concern, habitat destruction was the principal problem. Then, the biologists and educators together prioritized conservation objectives and determined which objectives could be addressed through education.

The GLT Project planned to protect enough forest to sustain a genetically viable population of golden lion tamarins. They needed support from the public to protect the habitat in the Poço das Antas Biological Reserve as well as the support of private landowners to protect forests on their land. Reducing the capture of tamarins for pets was the second objective.

Assessing the Population, Resources, and Setting

Initial surveys assessing knowledge and attitudes indicated that 41% of the interviewed adults living within the habitat of the golden lion tamarin did not recognize the animal from a photograph. Most of the adults interviewed did not even know the Poço das Antas Reserve existed. At the same time, much of the population lacked pride in their local region. For example, when asked what they would show to a newcomer, many interviewees said, "Nothing. All we have is forest here." Creating pride in local natural resources became an important part of the strategy.

This kind of information served as a basis for planning strategies and capitalizing on interests the target population had in common with the conservation objectives. Because interviews indicated no negative attitudes towards the monkey, WWF used the tamarin to increase awareness about the relationships of wildlife, habitat, and the ecosystem.

Cohen/Smithsonian

The golden lion tamarin monkey will die if its habitat is destroyed.

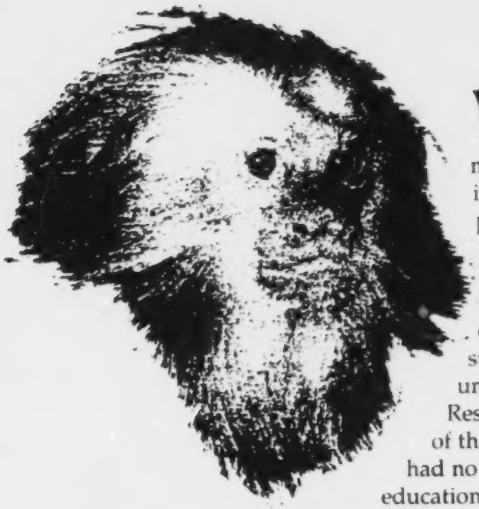
The interviews also uncovered valuable information about the potential of the communication media and the target audience. As a result, the media effort targeted illegal animal purchasers in Rio and Sao Paulo, government bureaucrats and politicians in Rio and Brasilia, and the public at large.

Building a Positive Relationship

Building relationships and soliciting participation within the community can make the difference. At the beginning of the project in 1983, GLT staff spent weeks conducting informal conversations with community leaders. Soon, these leaders began to envision the reserve and the educational program as a local resource and a source of positive public attention.

Methodology

With community input, the GLT project selected methods which interested the local leaders and which seemed most likely to have the widest results for the least cost. The golden lion tamarin was an obvious symbol for forest conservation. To save tamarins, we must save forests; by saving tamarins, then, we can save all the elements of their forest ecosystem. The chosen educational materials were multi-purpose, short, simple, and low-cost. Since almost no information existed in Portuguese on the local flora and fauna, WWF included as



Golden Lion Tamarin, continued from p.5

much up-to-date information as possible. This included not-yet-published results of the ecological studies underway in the Reserve. Since 41% of the local adults had no formal education, nonprint media were vital. All materials were tested and revised before final production.

Materials produced by the tamarin project since 1983 include press releases; video copies of news and other programs on local conservation; 30-second public service messages for radio and TV; educational posters; pamphlets; school notebooks with an educational story on the cover; a slide collection for the reserve; slidetape programs; information packages for landowners; a logo for the Reserve which identifies all materials; an electric question/answer board; a travelling exhibit for local festivals; T-shirts, stickers and buttons; and a course manual in teaching basic ecological concepts to elementary school children. Cost per product were all low.

Implementing Activities

The project began work in one municipality, gained momentum and experience, and progressed to two other municipalities with a total primary target population of 180,000 people. At the same time, the project emphasized efforts to achieve mutual objectives with existing groups and maintain direct contact with the public through interns, volunteers, and five young graduates of a local teacher-training high school. The activities continue to be developed and/or changed as the need arises in the local communities.

First hand experience in the forest itself remains the most important activity. Educational field trips to the Reserve are conducted for farmers, school groups, and families. These visitors can see the tamarins in their natural habitat, and follow a guided nature trail which encourages observation and discovery of the forest.

Recent activities include personal visits to landowners to encourage them to register their remaining forest as permanent private reserves. If they do not already have wild golden lion tamarins on their land, they qualify to receive captive-born tamarins on their land as part of the project's reintroduction program.

Evaluation/Findings

Evaluation is crucial. GLT preliminary results indicated significant changes in knowledge and attitudes of local adults after two years of project activity.

The following are some examples of findings which mid-term evaluations proved to be among the most useful:

- To save a species or habitat, the public must be able to recognize and relate to it.
- In our educational activities, the habits of tamarins were emphasized both to interest people and to communicate the relationships of both the tamarin and human with the forest.
- To understand which methods reached the most adults, interviewers asked where people had heard of the tamarin. The survey results reconfirmed the choice of of television and radio as appropriate the communication media.
- Delegating responsibility to local people increases sustainability. Ten landowners have agreed to protect their forests to receive tamarins on their land. They, their families, and farm workers are actively involved in monitoring the animals' progress. Twenty-one more are included on a waiting list. Other communities in the city of Rio de Janeiro have also initiated their own Atlantic Forest conservation activities.

Refinement

Continual evaluations improve the methodology. The results of the first formal evaluation of the program as a whole have enabled us to determine the cost-effectiveness of individual program activities. With this information, the team can better decide which conservation education activities to continue in the region over the long term.

The work has only just begun. The GLT project has educated the local public about the problems of deforestation. But widespread behavior changes require a continued effort over the long-term. We need the action of many more people to guarantee the conservation of enough forest for the golden lion tamarin and many other species to survive. We are convinced that it is a continued systematic team effort - including ecological research, habitat and species management, and building public support, which will assure that these endangered species and their environment will have a future. ■

Lou Ann Dietz is the Senior Brazil Program Officer for the World Wildlife Fund. Elizabeth Nagagata, a native of Brazil and graduate student at Michigan State University, also works closely with the project. For imore nformation, contact WWF-Brazil Program, 1250 24th Street, NW, Washington DC, 20037-1175, USA. tel: (202)293-4800. fax: (202)293-9211.

The Urban Environment:
Communication Strategies to Prevent Occupational Illness and Injury

by Barry S. Levy

Imagining a safe and sustainable environment traditionally conjures up visions of lush green forests and lively animals, agricultural abundance, clean air and germ-free water. In these images, a major part of the environment and a source of global degradation is commonly overlooked: the urban environment and industry. Not only is understanding pollutants and urban environmental health problems crucial to our global survival, but because of rapid industrialization, the workplace — often the center of industrial activity — is the site of unrecognized long-term environmental health hazards. With the exposure to massive urban pollution and environmental destruction in eastern Europe and the exploration of occupational health issues around the world, it is time to recognize the workplace as an integral part of the environment and develop strategies to prevent serious long-term problems.

Workplace hazards that result in worker illness or injury are present throughout the world, but they are generally more prevalent and more severe in developing countries for various reasons: the import of hazardous materials and industries from developed countries, the high unemployment rates that deter workers from complaining about on-the-job hazards, insufficient numbers of well-trained health and safety professionals, inadequate health care facilities and programs, inadequate laws and regulations, and, perhaps most importantly, a lack of awareness and information about occupational and environmental hazards.

Two types of interventions traditionally curb occupational and environmental health hazards — education and communication strategies, and environmental change strategies. Relatively, the importance of communication strategies in occupational health efforts may be greater in developing countries. While environmental changes such as engineering measures and the substitution of hazardous materials or processes with safer ones are crucial and must be considered, sometimes common sense measures are sufficient alternatives. Education and responsibility around the handling and disposal of toxic chemicals, use of machinery, and other behavior oriented work activities, for example, can dramatically reduce worker health problems.

Still, the best occupational health programs use a combination of both strategies. By following simple guidelines, occupational health specialists and communicators can combine their expertise and create effective and sustainable environmental health programs.

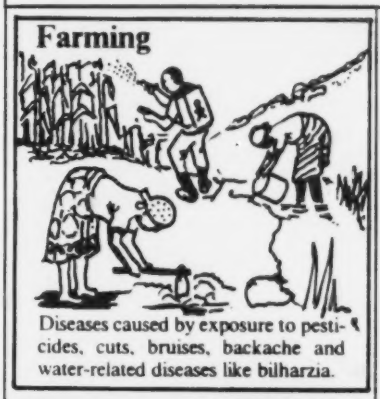
Assessing Communication Needs

Because information needs differ depending on the location, industry, and the dynamic within the workplace, assessing communication needs is important before designing an intervention. In many places in eastern Europe, for example, while a fair number of people are technically trained in occupational safety and health and an industry may already have an appointed health professional, the legal and

Poorly designed pesticide applicators and improper clothing endanger the health of workers.

Occupational Health Hazards:

- **Chemical hazards:** pesticides, solvents and degreasers; inorganic dusts like asbestos and silica; organic dusts like grain dust and cotton dust; and other chemicals ranging from formaldehyde to vinyl chloride that can cause respiratory, neurological, skin, reproductive, and other acute reactions or chronic problems, such as cancer.
- **Physical and mechanical hazards:** from safety hazards to loud noise, vibration, and excessive temperature.
- **Biological hazards**: a wide range of infectious agents from malaria and schistosomiasis, which may be potential occupational hazards to agricultural workers, to tuberculosis, hepatitis B, and AIDS, which are risks faced by health-care workers.
- **Psycho-social hazards:** stresses from machine-paced work and shift work to disease risks posed by the social disruption of people migrating to large cities in search of jobs.


Farming
Diseases caused by exposure to pesticides, cuts, bruises, backache and water-related diseases like bilharzia.
Factory work
Exposure to dangerous machinery, inflammable materials, or chemicals such as solvents or degreasers which can affect the skin, eyes or lungs.

Kenyan magazine Mazingira presented important occupational health information in cartoon form.

management infrastructure to facilitate change is not there. Therefore, the communication needs in many eastern European countries consist of learning how to develop, plan and administer environmental and occupational health programs.

In most developing countries, on the other hand, technical knowledge is also lacking. Here, efforts may instead initially concentrate on communicating directly with the workers, managers, and professionals using public awareness campaigns. As workers may have lower literacy, an educational program that relies on visual images or on dramatic presentations of certain workplace situations may be a more effective tool.

Identifying Strategies

Approaches that begin with training of trainers have traditionally worked well and are sustainable beyond external funding. The process includes identifying peer trainers and providing them with the materials and expertise to train others. In many cases, a designated person then becomes the equivalent to the US safety officer. As the preferred technique for the World Health Organization (WHO) and the International Labor Organization (ILO), this approach is a featured component of a new multi-country occupational health program. Presently, for example, ILO and the Finnish Institute of Occupational Health are organizing extensive Train the Trainer programs in more than 20 countries in Africa and Asia.

Using the Mass Media

Use of the mass media is important to introduce and reinforce information provided in other contexts. Public awareness also increases the potential for important political support for occupational health and safety programs. Over the last several years, for example, newspaper articles have begun to focus on environmental health at the workplace in Kenya. This added exposure reflects the new public interest in the topic, and points to the untapped opportunity of training journalists to recognize environmental issues..

Researching Legal Support

Supportive laws can strengthen the occupational health effort. In the United States and certain other developed countries, 'Right to Know' or Hazard Communication laws and regulations have served to ensure that information on potential workplace hazards (primarily chemical hazards) is made available to workers, health professionals, and others who need this information to protect themselves. Similar laws and regulations are beginning to be developed in some newly industrialized and developing countries.

Merging with Other Communication Efforts

Occupational health and safety training should be incorporated into the mainstream of training at work, vocational training programs, the training of physicians and other health care professionals, and environmental education programs for the public. In one example in Kenya, occupational health

specialists worked with *Mazingira*, a colorful, well-illustrated magazine for schoolchildren, to develop an issue on "Hazards Around Us". In stories, games, and other attractive means, the issue sensitized children to hazards in their own environments and their parents' work environments. (See Children's Magazines, p. 12; see also, DCR no. 65, p.6)

Sharing Responsibility

Occupational health training should promote the concept and the practical implementation of shared responsibility. Realistically, industrial hygiene and worker safety can easily become a highly political and economic issue. Including representatives with different objectives both in and outside the government broadens and protects the programs. In Kenya, for example, a six week occupational health and safety course was developed by 15 individuals representing a range of institutions and sectors of society — medical, law, and other professional schools, research institutes, government consultation and enforcement agencies, nongovernmental organizations, business and labor organizations, and other groups. Participation builds support.

Communicating within a Context

Training materials should be based on actual workplace hazards that trainees are likely to encounter. They should focus on low-cost, practical and less technical ways for workers and managers to reduce or eliminate hazards. For example, while highly toxic pesticides should be banned, long sleeved cotton clothing can reduce the amount of skin exposure to less toxic pesticides and does not rely on sophisticated equipment. Communicating this type of message reaps results.

Finding Resources

Finding professional resources to assess the occupational health aspects of an industry does not have to be difficult. The International Labor Organization and World Health Organization both have lists of resources in developing countries. Ministries of Labor and universities often know what assessment strategies are succeeding elsewhere. Other resources also exist. For example, ILO has published a book, *Low-Cost Ways of Improving Working Conditions: 100 Examples from Asia* by Dr. K. Kogi. With 143 illustrations and a "how to" approach, Dr. Kogi's ideas can be easily integrated into a successful environmental communication effort.

True, communication strategies alone cannot prevent all work-related illnesses and injuries. But combined with other solutions, they can significantly contribute to problem prevention. ■

For more information about occupational health and safety hazards and how these problems can be addressed in developing countries, contact: Dr. Barry Levy, Director, Program for Environment and Health, Management Sciences for Health, 400 Centre Street, Newton, MA 02158, USA. tel: (617) 527-9202, fax: (617) 965-2208. To order books from the ILO, contact: ILO publications, International Labor Office CH-1211 Geneva 22 Switzerland.

This worker risks his sight by welding without adequate eye protection.

Workplace hazards that result in worker illness or injury are present throughout the world

Environmental Journalism:

Hope for the Future

by George Krimsky

"Some of you have said we must have optimism about the future, but how can I have any? Where can I find hope?"

The words, spoken haltingly, were met with a silence by a normally effusive audience gathered around a table in an ancient Florentine orphanage.

Barbara Cieszewska, a reporter for the newspaper *Rzecpospolita* in Katowice, Poland, posed the question after telling colleagues about widespread illness among children in her native district of Silesia — the result of unchecked industrial pollution.

It was not a question to be answered casually, but Charles Alexander, TIME magazine's senior editor for environmental news, broke the silence. "There is never a situation without hope," he began. Apologizing for the presumptuousness of easy advice, he went on to say that journalists have an enormously important role to play by offering guidance about solutions, and campaigning for reform. His remarks unleashed a torrent of ideas around the room. They ranged from the specific to the sublime, from an appeal for more information-packed press kits to infusing Tom and Jerry cartoons with the ethics of global survival. Cieszewska and her colleagues furiously took notes.

"Just five years ago, who would have believed that a group of hardened journalists would be holding such a discussion?", exclaimed Varinda Tarzie Vittachi, former deputy director of UNICEF. "We have seen that a great deal can change, can be accomplished, and can be hoped for".

Seminars for journalists like this one on Children and the Environment held at UNICEF's International Child Development Centre (ICDC), March, 1991, in Italy, have begun to play a key role in communicating information about the environment and development around the world. Journalists still require assistance in improving the breadth, quality and accuracy of their coverage. To that end, organizations like the Center for Foreign Journalists in Reston, Virginia, USA have designed environmental journalism seminars in Latin America, Asia, North America and now, eastern Europe.

Urban growth and the destruction of natural resources have made the environment a target of worldwide concern. We must now look to global solutions. The goals of environmental journalism seminars are twofold: to impart to journalists advanced information about environmental issues, problems, solutions, policies and research; and to improve the professional skills and techniques necessary to communicate these issues effectively. What we need now are proven models for the most effective way of getting these messages across to journalists, and, in turn, to the public. ■

George Krimsky is the Executive Director of the Center for Foreign Journalists. Portions of this article were also published in the UNICEF newsletter, First Call. *For more information about environmental journalism or upcoming seminars, contact the Center for Foreign Journalists, 11690-A Sunrise Valley Drive, Reston, Virginia, USA 22091. tel: (703) 620-5984 fax: (703) 620-6790.*

10 Steps to

"Now more than ever, the general public is aware that without conservation of the environment and natural resources, a normal life will not be possible for our children and grandchildren. For this reason, journalists and communicators have one basic rule: to familiarize people with the issues, to make them understand. It is not sufficient to make news, it is more important to educate".

- Barbara D'Achille, Peruvian journalist and conservationist

Journalists provide a needed communication link to local people. What they choose to report and how well they report it can translate into a change in the activities and priorities of readers. But environmental seminars also serve another function. If well organized, they have the potential to bring together representatives from different social and political sectors and concentrate upon a particular environmental issue. By involving the public through the media, the seminar can change the priority given to the environment.

Seminars and conferences are not synonymous. Seminars differ from the larger, mainly informational sessions which compose conferences because they are participatory sessions dedicated to the sharing of ideas. Communication within a seminar is multi-directional and interactive. These ten steps spell out how laypeople can organize an interactive environmental seminar for journalists, and extend the benefits to the larger community.

Step 1: Analysis and Reflection

Analyze the communication and environmental context of the seminar and decide upon the objectives. A team of planners should choose the appropriate theme based on the findings. Typical findings which indicate need for an environmental seminar include:

a) the public is not adequately informed about particular themes;

b) journalists cannot engage the public due to limited information;

c) the mass media (press, radio, and television) do not give sufficient space to

Organize a Seminar for Journalists

the environment or distort information; or

d) conservation organizations have not yet established alliances with the press.

Step 2: Definition of the Theme and the Topics

Include a well defined and single theme followed by several related topics of discussion. Searching for the central theme involves probing into the national context. What are the most misunderstood topics? The most controversial topics? What are the most important topics for the area receiving the least attention through communication media?

Avoid purely academic, political or scientific perspectives or language. Choose a theme which is open to discussion among the journalists.

Step 3: The Seminar Program

Learn from patterns at other seminars:

An average amount of time for a seminar of this type is 3 days — 2 days of work and 1 day of discussion, conclusions, and social activities.

Programs generally begin with brief introductions or plenary sessions led by the main organizations and are followed by a round of presentations from others. Breaking into smaller groups (usually in the afternoon) facilitates the seminar style.

Use a facilitator at each small group who will encourage participation of all members and will redirect discussions when needed. This person should be sufficiently versed in the topic, but should not be overbearing.

Write a specific agenda and include breaks for refreshments. Social activities should be included. The time spent socializing is prime time for discussing issues with other participants.

Step 4: Identifying the Participants

To insure the active participation of the journalists, limit the number of participants to no more than 30. For the greatest exposure and results, the selection process is crucial. Here are a few guidelines:

- make a complete list of information channels in the region, including television, radio, and the press.
- identify the directors of those media.
- identify 2 or 3 journalists in each media through the directors who have reported about the environment in the recent past.
- send notices to everyone on the list describing the schedule of talks, the speakers, dates and locations, and sponsoring institutions.

Step 5: Identifying the Presenters

Choose presentations based on the central theme and which build on the experiences and interest of the participants.

Invite a diverse group, preferably from various countries and specialities. Because the environment is a global topic, this will insure a more global perspective.

Request manuscripts of presentation before the seminar itself, both for publication and to spot unclear areas.

Step 6: Publicizing the Seminar

Although the seminar is a closed door event, involve the public. Contact the communication media, conservation institutions, NGOs, universities, government agencies, schools, and cultural organizations and open public discussion about the issues.

Step 7: Logistics

Re-evaluate the planning process regularly within the planning team. The coordination of transportation; hotel; the location of the seminar with small rooms for the groups to meet; the refreshments, secretarial work including materials distribution, photocopying, the equipment; and the package of materials for the participants including participant list, the program objectives, the agenda and pertinent publications all should be arranged in advance. If participants are charged a fee for the seminar, or sponsors are found, costs will be more manageable.

Step 8: The Work Plan

Organizing the seminar will take approximately 3 to 6 months. Create a timeline and work plan early on and revise it as often as necessary.

Step 9: The Actual Seminar

Plan coordination of the event in advance. One person should act as coordinator of the presenters and institutions, a second person should coordinate the participants, and a third person or group should handle photocopying, etc.

Step 10: Publicizing the Results

A collection of presentations, discussions and recommendations can be easily compiled if videotaping or manuscripts were provided along the way and if there is a coherent plan for their use. Addresses for people to write for more information should be included and be made easily available. ■

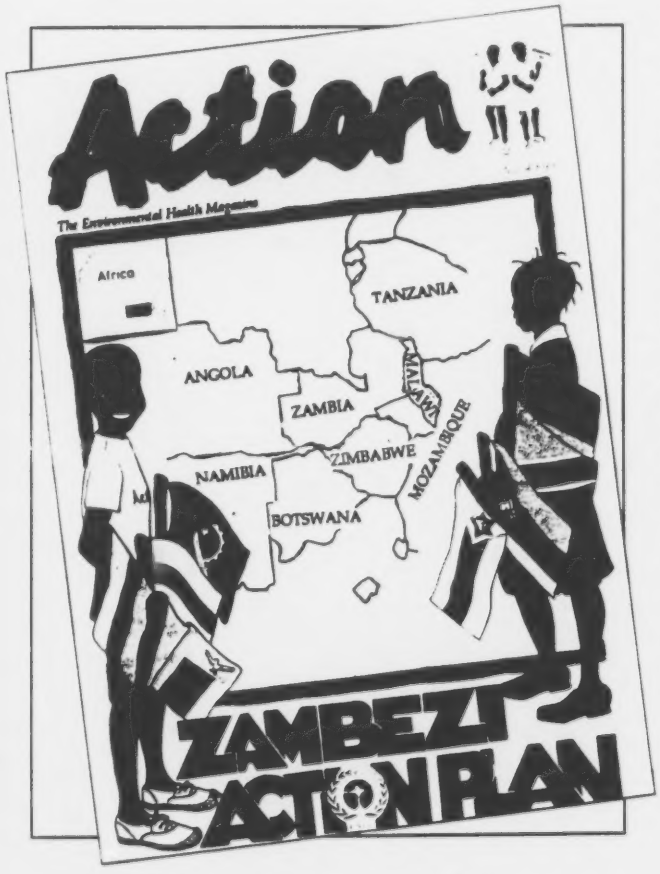
*Adapted from the guidebook "*Diez Pasos para Organizar un Seminario para Periodistas*" written by Alfonso Gumucio-Dagron for Conservation International (CI). It is the first guidebook of a series entitled* Comunicación y Medio Ambiente *published by CI. For more information, contact Conservation International, 1015 18th Street, NW. Suite 100, Washington DC 20036, USA. fax: (202) 887-5188.*

Learning about the Environment:
Magazines for Children

ACTION in Zimbabwe, Zambia and Botswana, *Rainbow* in east Africa, *Pied Crow* in Kenya, *Tortoise* in Nigeria, Bolivia, Argentina, and Ecuador, and *Greenlove* in Liberia all have one thing in common: they are among a new trend of magazines which supply information about the environment to children.

Magazines with comic book format, narrative text, incorporate games and puzzles, and communicate about the environment are rapidly becoming a staple in cost effective environmental education. Designed as supplements to school materials, these magazines present environmental information in an understandable and fun manner. Many include teacher's booklets, posters, activity charts, community guides or radio programs to maximize the message and all are designed to be adapted into a teacher's current curriculum. The theory is that children will then teach their often less literate parents and subsequently, the community the environmental messages — and the theory seems to be holding up in practice. The magazines' histories suggest why.

The OUTREACH Network



This issue of Action magazine was devoted to ways children can protect the Zambezi river.

In 1982, The New York Zoological Society commissioned Dr. James Connor to write a relevant textbook for east African secondary schools. Researching the textbook, Dr. Connor saw the impracticality of developing a textbook for the secondary level when most students drop out of formal school during or after primary school. Fleur N'Gweno's magazine, *Rainbow*, had been available for children since 1976, but a 1981 issue funded by Canadian support entitled "World Environment Day Special" caught Connor's eye. With support from the Television Trust for the Environment (TVE), Connor provided the funding and the environmental information that N'Gweno needed for three more editions, totaling 50,000 copies. *OUTREACH* became the umbrella network and expert on children's magazines for environmental and health communication.

Pied Crow: *OUTREACH*'s first Magazine

Targeted to the primary school level, *Pied Crow* was printed in Kenya and was a supplement to the original *Rainbow* magazine. Entitled *Pied Crow*, the magazine became independent from *OUTREACH* after one year and operated under the auspices of CARE-Kenya. Today, *Pied Crow* costs less than US $.20 per copy to produce, is 16 pages long, and consists of articles, cartoons and illustrations by local artists. The issues cover a variety of topics ranging from natural resources to population to AIDS.

Children are not the only recipients of *Pied Crow*. The magazine is sent to District and Provincial Education Officers, Teacher Advisory Centers and the National Museum. Thousands more copies are sold to NGOs to support specific projects, such as resource kits to serve as supplementary materials. The demand surprised everyone.

ACTION: For Environmental Health

The second *OUTREACH* assisted magazine, *ACTION* magazine, is a children's health and environment magazine produced in Harare, Zimbabwe. It began in 1987 when a United Nations Environmental Programme initiative sought to develop support materials for environmental and health education in Zimbabwe, Zambia and Botswana.

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nutes to cut down a tree that took
But without trees people will not

Modeled on the Pied Crow magazines produced in Nairobi, a multi-national team with no central office, telephones or equipment developed *ACTION* in their spare time. According to its producers, the response was overwhelming.

The magazine now produces three issues a year and estimates that it is read by up to 30,000 teachers and a million pupils within the region. The print-run for each edition has increased to 80,000 — enough to provide ten copies to every primary and secondary school in Botswana and Zimbabwe. Up to 15,000 are sent to Zambian schools. Copies are then shared among the children.

During its development, the magazine consulted with Ministry departments, NGOs and concerned individuals working in environment and health related fields. Topics are chosen in consultation with curriculum development specialists in Ministries of Education, teachers and NGOs and the contents are finalized only after a thorough evaluation of a rough draft by all concerned. Often the topics are timed to fit with health or environmental awareness campaigns. *ACTION* therefore complements and reinforces environmental awareness groups, and responds to local needs and issues. Topics covered so far have included: food for health, trees and tree plantin, water and health, population, wildlife, health and hygiene, and AIDS. Copies of the magazine come out three times a year and are free in Zimbabwe, Zambia and Botswana.

Hope for Seeds: A Comic Book for Children and Adults

Founded by Father Vincent Busch, the comic book *Hope for Seeds* documents the destruction of the ecology in the Philippines to a more mature audience and shows how local people can work together to combat destructive behavior. Through the use of folktales and art, the stories offer a sense of cultural pride and responsibility for the land. Clad in tribal clothing, the rural people grapple with ecological issues with the reader in Tagalog, English, Cebuano, Ilongo or simply through visuals.

A Growing Trend: Other Environmental Magazines

Now, children's environmental magazines are popping up all over. *Greenlove* in Liberia and *Tortoise* in Nigeria, Bolivia, Argentina and Ecuador focus on conservation. Both new, they use games, puzzles and contests as tools for learning. Two new children's health and environment magazines have started up in Francophone Africa: *Alam* is produced by the IUCN Sahel Programme in Niger, and *Kacheche* is produced by the Zaire Institute for the Conservation of Nature. *FUNDACION DE VIDA SILVESTRE ARGENTINA* is putting together a children's health and environment section to run once a month in the Sunday section of *LA NACION*. In Bolivia, CIEC has just produced LA HORMIGA (The Ant) in color. For more information or to find out about children's magazines in your area, see the addresses below or contact *OUTREACH*.

For a more literate clientele, *OUTREACH* organizes biweekly information packets. Still presented in a easy-to-read style, *OUTREACH* now compiles selected articles written all over the world.

And OUTREACH is planning to broaden its communications efforts even further. Plans are underway to expand *OUTREACH* into an integrated radio, TV and print approach in Southern Africa funded by TVE and World Wide Fund for Nature. The survey showed that recipients were

continued on p. 20

The informal cartoon style positively introduces environmental health issues.

Willingness to Pay:
Communicating through Surveys

by Jeff Hughes

Surveys have a long history of being important communication tools. Recently, Willingness to Pay (WTP) surveys have been used in water and sanitation projects to open lines of communication between planners and project beneficiaries. If done properly, the surveys can provide planners with a clear vision of what types of projects people want and are willing to pay for.

Uncovering "Demand"

An expensive public standpipe water system in Haiti has never attracted many users. A WTP study revealed that the community for which the system was designed had a very low WTP for standpipe water. At the same time, the population expressed a high WTP for piped water delivered to their houses — an option that planners had previously dismissed after judging it to be too expensive.

Throughout the world, many people rely on water vendors for home delivery of water, yet very few water agencies have accurate information concerning the extent of vendor service. If people are presently paying a high price for home delivery of vended water, it is easy to assume that a less expensive, but more inconvenient "improved" public standpipe system will not attract a significant numbers of users. Without a WTP survey, however, it may be difficult to predict.

WFP/Paul Mitchell

A Somali refugee collects water for the Ethiopian health center where she helps out.

Many ambitious water and sanitation projects have failed because there was little demand for the services they provided. Accurate information concerning demand, or 'the economic benefit users associate with a service' can help planners avoid designing projects that people are not willing to pay for. Often in environmental projects, planners perceive services such as water and sanitation as basic rights — something that should be provided whether people are willing to pay for it or not. This "top down" approach is not sustainable because poor municipal governments cannot be relied on to fund expensive water and sanitation systems long term, and donor organizations, while able to make an important contribution, can only provide a fraction of the required ongoing cost. The alternative — incorporating community input through the use of the WTP survey technique not only enhances communication and participation, but also leads to services which can be more easily integrated into the local social and economic system.

Designing a WTP Survey

Relying on user revenue to support systems requires designing systems — and questionnaires, which uncover what people want and are willing to pay. Surveys should always be designed cooperatively by survey specialists, and a variety of local people ranging from municipal officials to anticipated survey respondents. A WTP survey seeks direct information about:

- the existing situation - what services are available, their effectiveness, and the need;
- user perceptions of services;
- the users' socio-economic status; and
- Willingness to Pay - quantitative estimates of what individuals or households would pay to have access to particular service.

If designed properly, a WTP survey can not only provide information on what people are presently using, but also their attitudes concerning water and sanitation service. WTP questionnaires can and should contain questions seeking information about which types of systems users like and dislike and the attributes that they consider most important — water quality, water cost, or distance to the water source.

Assets and Liabilities

WTP surveys allow users to speak their mind and give planners and officials the opportunity to listen. As an excellent communication tool, they can get project designers into the field to discuss issues with their clients. Experience shows that

planners and officials are routinely surprised by what they learn from a WTP survey. One Ghanaian water official during a recent WTP survey stated "I had no idea people felt like this". Insights from increased communication routinely change stubborn perspectives and can lead to new creative approaches.

Over the last 10 years, there has been significant progress in developing a methodology for administering WTP surveys by economists. During the last few years, the surveys have evolved from research studies to operational components of field projects. All prove that the face to face interaction allows WTP to provide many of the benefits associated with increased communication. Still, it is much easier to run a poor WTP study than a good one — survey questions must be carefully designed using proven techniques to minimize the amount of biased information. After numerous research studies, experts have identified common obstacles in acquiring unbiased information and have developed methods to minimize their effects. Therefore, it is important to consult a trained specialist when designing a WTP questionnaire.

Despite some of their weaknesses such as short term expenses and time needed in development, WTP surveys have a variety of important benefits and should be considered as a valuable communication tool for planning. WTP surveys are a method of formalizing the communication between planners and project beneficiaries. In deciding whether the benefits of a communications improving endeavor such as a WTP survey are worth the extra investment, planners need only look at the range of unsuccessful projects in which user demands and attitudes were not incorporated into the project design — the question then becomes, can planners afford not to make the investment and not to listen to the people? ■

WFP/Paul Mitchell

With clean running water, these Indian women noticed less illness in their families.

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Gold in the Garbage:
Media Support for Indonesian Scavengers

by Manfred Oepen

Rivers and canals clogged by plastic bags, smoldering piles of garbage on the streets and unofficial dumpsites in vacant compounds are a common sight in many developing countries. In Indonesia, major cities suffer from water and air pollution caused by 'wild' dumping and burning of waste. There is a group of people counteracting this disaster, driven not by ecological consciousness but by dire straits — scavengers.

These performers use a makeshift stage for their drama.

The position of those rural migrants in the informal urban sector is controversial as they are regarded as criminals, tramps, or even untouchables by officials and the public. However, scavengers serve important functions. Environmentally, they shoulder part of the ecological costs of development through recycling waste. As they are self-employed, the state saves the economic costs of social security payments. And the raw material from recycled waste turns to gold for the formal economy as it has a yearly value of US $50 million in Jakarta alone.

The scavengers' problems lie in their insecure legal and social status. Together with a lack of overt productivity and economic dependency, they are easy targets for harassment, eviction, corruption and exploitation from middlemen, the private sector and local authorities. And the scavengers have traditionally been denied access to local decision-making, loans, education, public services and the media — their contributions left unrecognized.

An Integrated Media Approach

Some people did recognize the needs and contributions of the scavengers, however. The "Scavenger Development Program", financed by Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ) and supported by the Indonesian Home Affairs Department has been in operation since mid-1991. Implemented by NGOs in three major cities, Jakarta, Bandung, and Surabaya, the program uses an integrated media approach to promote the welfare of the scavengers, foster their social and communication competence, and heighten awareness about waste management, recycling and the plight of the scavengers. The integrated media approach plans to affect change at various political, economic and social levels by:

- lobbying for policy changes to improve their legal status;
- improving their public image and social status;
- increasing their productivity and the value-added of recycled products through increasing bargaining power;
- enhancing their participation in local decision-making;
- developing appropriate technologies within the context of an urban Integrated Resource Recovery System: and
- educating the public about the environment.

The strategy chosen aims to be not 'about' or 'for' the scavengers, but 'with' and 'by' them. The process of change is designed to occur internally within the scavenger population by increasing their self confidence and ability to command respect and resources, and externally, within the broader urban population by communicating with people about the lives, hardships and contributions of this scavenger community.

Street Theater of the Scavengers

Theater can at any time, at any place, and almost at any cost, be staged once the principal techniques and concepts have been acquired. When linked to lobbying and development activity at the *local level*, the power of the performance increases dramatically.

Looking closely at this example, the scavengers' structural poverty was connected to a lack of bargaining power, that is, a lack of the ability to articulate the

key factors of daily life needed for active participation in the social, political and economic sphere. The scavengers live in a 'culture of silence' — they have learned from experience that it is safer to keep one's mouth shut as long as housewives, policemen, shopowners or city officials are more powerful and regard them as outlaws. However, when their own views are translated into a medium, like theater, that is informative and entertaining to the public at the same time, communication works. Given this chance, the scavengers are able to communicate with people who otherwise would not even take notice of them.

The training necessary to achieve this communicative competence is organized by community media activists from a local NGO. The storylines not only concentrate on problems, but also on solutions suggested and assistance needed by the scavenger groups. The scavengers do the research for the scripts on their own. Their own life stories, humor and word games, local idioms and other forms of interaction become outlets for criticism and eye-opening insights in a form socially acceptable to an audience of neighbors and local officials from the communities where the scavengers live and work. Often, theater performances become a starter for a more continuous dialogue. Always, the performances increase awareness.

Exposure Programs for Journalists

Radio and press journalists from major regions are then invited for one-day workshops where 'hard facts' on the scavengers are covered. Afterwards, the journalists are exposed to the real life of the dump shacks, waste processing workshops, and self-initiated scavenger cooperatives and schools. Very often, first-hand experience and discussions with the scavengers result in more positive articles and features about their role in society and their environmental contribution.

Political Dialogue

Also on the *regional* level, exposure programs, seminars and political dialogue are held with officials, private businesses, and banks and donors — partially using media produced in cooperation with them — so the scavengers can lobby for a better legal, economic and social status.

National TV Series

On the *national* level, a series of 13 episodes on the scavengers' living conditions and their ecological and economic contribution to society will be broadcast on the new Educational Channel (TPI). The programs are produced by the same NGO that does the theater training. The scavengers participate in scriptwriting, directing and acting which results in an unusually authentic series. The partly documentary, partly dramatized episodes also show the considerable gains by the scavengers in their newly established competency and cross-cultural communication skills. At the same time, commentators in the series suggest ways to help the scavengers recycle waste for ecological and economic reasons.

Through the integrated media project, the scavengers have gained bargaining power in their living situations and at their jobs. The communication process the mediating NGOs support provides this non-privileged group with access to small and large media, and to decision making institutions in the political and economic sphere. Evident through increased recognition outside their own communities, the scavengers have gained self esteem and confidence in themselves, competence in formulating their problems and needs and, ultimately, respect and rights from other groups of society. The public is also benefiting from the project. Whereas the public had perceived the scavengers to be intellectually crippled, now, two daily newspapers in Surabaya and Jakarta and a radio station in Bandung have begun regular columns or programs to recognize the complexity of the informal sector. The success belongs to the use of the media delivery system. Not used as an exercise of power and persuasion with scavengers as passive targets, the informative, educative and entertaining capacity of the media could not just give people a voice, but work for everyone to make it heard and understood. ■

Theater can be staged at any time, at any place, and almost at any cost once the principal techniques and concepts have been acquired.

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The "Mexicanization" of Project Learning Tree

by Rafael Salgado

Like the majority of countries in the world, Mexico is stricken with serious environmental problems. But with semi-dry regions in the northern part of Mexico and temperate forests, jungles, and humid tropics in the south, Mexico is as diverse ecologically as it is culturally. Therefore, environmental programs must be catered to the region and the culture to be successful.

Protección de la Fauna Mexicana (PROFAUNA), has fought misconceptions and apathy in Mexico through environmental education programs for thirteen years. A Mexican non-governmental organization, PROFAUNA also has its own philosophy. It believes if programs are structured so that various factions of society are able to provide input and become expert communicators, information spreads quickly and people support the decisions that are made. To support this philosophy, its professional staff receive extensive courses on communication and the environment both in Mexico and the USA. Its volunteer staff comes from the specific region of instruction and includes preschool, elementary, high school and college teachers, natural resource managers, government officials, students, and community participants. As integral parts of their communities, they help adapt the environmental programs to fit particular audiences and the chosen educational level. Then they teach the environmental curricula to their colleagues and their students.

Despite their efforts, PROFAUNA was not initially recognized by government agencies and local organizations in Mexico because they accepted American (gringo) materials. But PROFAUNA believes that it is a grave mistake to ignore the environmental education programs that other countries have researched and implemented for years simply because of an exaggerated sense of Mexican national pride. Instead of duplicating cost and effort, practitioners in the field should transform and guide imported programs so they are consistent with the national and regional cultural identities. Why not merge the expertise of proven environmental projects with cultural priorities and social organizations? With the "mexicanization" of Project Learning Tree, PROFAUNA proved that this methodology is not only cost effective, but it is implementable.

Today, PROFAUNA's strategy is recognized nationally by other environmental organizations and government agencies. Internationally, Project Learning Tree, PROFAUNA's chosen environmental education program, is gaining renown for the hard work of its volunteers and its Mexican success. In southern Mexico where the project is new, qualms may still be heard about the "gringo" environmental project. But in the north where the project has matured, Project Learning Tree is working.

What is Project Learning Tree?

An environmental education program sponsored by the American Forest Foundation and the Western Regional Environmental Education Council, Project Learning Tree has been implemented by teachers in the USA, Canada, Sweden, Finland, and now, Mexico. PLT helps students to develop an advanced knowledge base and problem solving skills to make positive decisions and take action to preserve their environment.

PLT does not disrupt the individual teacher's style. Instead, PLT presents ways to include information about the environment in science or math exercises, in language studies, in music, art or almost any other subject. This multi-disciplinary approach preserves the integrity of the classroom and takes little additional time from the teachers.

Within PLT, the environment is perceived from several angles, each offering information about how the student can understand and make a difference. The subtitles of the two manuals (preschool through US grade six, and grade 7 through grade 12) reflect the diversity and progression of learning:

- environmental awareness
- diversity of forest roles
- a cultural context
- societal perspectives on issues
- management and interdependencies
- life support systems
- lifestyles

Interest has been generated by what's going on in Mexico and foreign interest in PLT is higher than ever. In response, PLT is in the process of developing new materials which will better respond to the needs of programs outside the U.S.

Finding an Adaptable Program

PROFAUNA wanted to expand its technical base and develop a broad environmental education program in Northern Mexico. As an initial measure, a team was chosen to travel to international workshops and explore environmental education packages.

Consistent with PROFAUNA's strategy, the team was chosen from the people who would contribute the most throughout the process of "mexicanization". They included: natural resources managers knowledgeable of current problems in Mexican natural resources; employees of government agencies to lend legal support; teachers because they are the implementers of activities and understand the world of children; and students, the final recipients of this program.

Within a year, PROFAUNA discovered Project Learning Tree (PLT). The program was selected as the best choice for several reasons:

- it was the most popular and the easiest to adapt because of its simple, multi-disciplinary style.
- the activities went beyond the initial appreciation stage of environmental education and into an understanding of factors that affect the environment, and a level of knowledge about what can be done to protect and sustain the environment.
- PLT did not treat environmental education as a separate discipline, but rather as activities which could be readily integrated into a teacher's personal curriculum.

Mexicanization

When the workshop participants returned to Mexico, they translated, tested, adapted and evaluated (mexicanized) the American program. Summer pilot courses for children were organized to field test particular activities. The teachers who participated in the workshop also tested the program in their own classrooms. After a year and a half, the Project Learning Tree curriculum became accessible through PROFAUNA.

Never dormant, the adaptation process continues in diverse areas in Mexico. Because all the PLT resources are still not in print in Mexico due to limited economic resources, instructors receive a package with certain PLT activities compiled by PROFAUNA which they share among themselves. Through their own initiative, the activities are implemented into their curricula.

These primary school teachers are learning about the environment so they can better inform their students.

Project Learning Tree Works

Adapting Project Learning Tree has been successful in Mexico. Every year for the past sixteen years, the city of Saltillo, Coahuila in Northern Mexico has sponsored Tree Day. On this day, school age children are supposed to plant thousands of trees around the city. If all has gone as planned, today Saltillo would have more trees than any other Mexican city. However, it did not. This year a new tactic was tried. PROFAUNA volunteers organized an event in the center of the city for children from different schools who received special training in certain PLT activities. At the end of the activities, the children were given the trees so that they would plant them upon returning to school. The results were positive. A survey taken eight months later revealed that more than 80% of the planted trees survived. The children who participated in PLT activities, followed through.

Project Learning Tree also affects the parents and community. For example, on the last day of the first summer education course for children, parents were invited to the final class activity. One of the parents stood up and told a story. "Our family is used to going camping every year", he said, "but this year it

(continued on p. 20)

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The "Mexicanization", continued from p. 19

was different. Two weeks ago, we packed our equipment and traveled to the mountains. Once there, we searched for the best and cleanest site we could find, but it is difficult to find a clean place because trash is everywhere. The following day after enjoying a beautiful day with nature, we were pleasantly surprised to see our son picking up the trash that we had accumulated and were going to leave there ...and then the trash other people had left behind before us. When I asked him why he was doing it, he explained to me all that he had learned about the effects trash and garbage have on the trees, animals and on people. I learned a great lesson from my young son that day and I hope that parents will have the same opportunity to learn about the importance of nature and the environment through programs like Project Learning Tree." These examples regularly affirm the success of the program. For this family and for many others, Project Learning Tree works. ■

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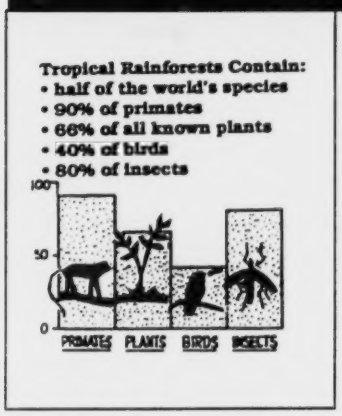
Magazines for Children, continued from page 13



Visual graphics help bring issues home.

satisfied and demand for more tools like *OUTREACH* and its children's magazines was high.

Conclusions

By no accident, these children's magazines are working to promote communication about the environment and health. Strategically, they have filled a niche that environmentalists and communicators have long recognized — and have gone one step further. Here are some of the reasons for their success.

- The informal cartoon style approach is a positive way to introduce development issues. The nonthreatening comic characters and thought provoking games can introduce information without stepping on political, ethnic or social toes. Because the games are interactive, they initiate the participation of the children who can, in turn, spread the information to their potentially less literate parents and community.
- Supplying schools with supplementary materials can be a cost effective way to provide information and integrate it into a formal or nonformal educational format. Comparatively, revising curriculum or other large scale projects can prove cumbersome and costly.
- The focus on primary school rather than secondary school involves more people more quickly. Not only is the science curriculum more flexible at the primary level, but far fewer children have dropped out.
- The participation of the Ministries and local NGOs not only increases support and accuracy, but it also promotes cooperation among environmental efforts.

■

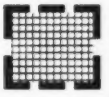
Partially adapted from "Case Studies in Environmental Education and Communication" by Mona Grieser, 1991. For more information on OUTREACH, contact UNEP at Information and Public Affairs, PO Box 30552, Nairobi, Kenya; ACTION, Steve Murray, 20 Samora Machel Avenue, PO Box 4696, Harare, Zimbabwe, Tel: +707942, fax: +795150; TORTOISE at NCF, PO Box 74638, 5 Moseley Rd, Ikoyi, Lagos, Nigeria; 230, Agadez, Niger, Tel: (277)440340; Kacheche, Programme d'Education Virunga, B.P. 106, Goma, Nord-Kivu, Zaire; or Hope for Seeds, Fr. Vincent Busch, c/o Claretian Publications, UP Box 4, Quezon City 1101, Philippines. See DCR no. 65, p. 6 for information on Mazingira Magazine in Kenya.

Readers' Page

Letter to the Editor:

Readers, this issue we received a special request from the newly opened eastern block — a request to be in closer contact with the rest of the world. If any of you are interested in corresponding with Gorlov, or would like a pen-pal in another discipline, please let us know. Thanks for contributing, Gorlov!

Dear Foreign Comrades,



Best wishes from Samara, a Soviet town on the Volga river. I am a medical surgeon who teaches at the medical institute. All my life, I have wanted to learn English, but the process has gone slowly as we have few resources. I read in a journal that you reply to development communication requests from all over the world. It is wonderful.

I would like to have a pen-pal, especially one within the medical field with whom I can exchange opinions on medicine and events in my country. I await an answer.

Best wishes!
Gorlov S.A.
a/ я 1767
~~440~~351 Samara USSR

What's New, What's Coming

New Publications

Communication for Development in the Third World: Theory and Practice
by Srinivas R. Melkote, Sage Publications Inc., 1991. pp. 292, (2455 Teller Road, Newbury Park, CA 91320 USA)

Srinivas Melkote provides a concise historical review of the field of development communication, and a comprehensive discussion of international theory and practice since the 1940s. He discusses how the role and perception of communication has evolved and examines the need for a constructive use of culture and indigenous communication systems for and by beneficiaries.

This book is excellent for students, practitioners, and seasoned professionals in the field of development communication. It contains charts and case studies to guide the reader through theory and a broad range of ethical questions. Finally, an innovative perspective is outlined in practical language.

Africa Media Monograph Series: Video for Development (no. 8) **by Matthijs de Vreede, African Council for Communication Education, 1992. pp.98 (P.O. Box 47495, Nairobi, Kenya. tel: +216135; telex: 25148 ACCE KE)**

This book analyses the opportunities for using video for development projects in developing countries and tries to help solve several of the difficulties which prevent video technology from being more effective. Introducing video as an extension of the culture and people who use it, the author spells out how to write scripts, produce, and use video for training

Call for Papers

The Eighth ACCE Biennial Conference will be held in Cairo, Egypt in October, 1992 on ***"Communication and the Environment in Africa: Challenges for the Future"***. The sub-themes include: Communication Research and Environmental Issues; Media and the Ecology; Communication, Child Survival and Development; and Media Training and Environmental Issues. Full papers should be submitted to: The ACCE Executive Coordinator, P.O. Box 47495, Nairobi, Kenya by June 30, 1992.

The 15th Annual Pacific Telecommunications Conference planned for January 17-20, 1993 in Honolulu, Hawaii is announcing its call for papers. The theme will be the convergence of **telecommunications and information technology** and topics include political and social issues, economic issues and technological issues. For information, contact PTC, 2454 South Beretania Street, Suite 302, Honolulu, Hawaii 96826-1596 USA. tel: (808) 941-3789; fax: (808) 944-4874.

Indigenous Press

Publicaciones Etnicas (Ethnic Publications), a leading indigenous organization in Mexico, has recently created its own magazine ***Etnias*** to serve as a platform for communication about indigenous issues. Along with other indigenous groups, they are also organizing the first international meeting of the indigenous press to coincide with the 500th anniversary of the arrival of the European conquerors. For more information about either the international meeting or*Etnias*, contact Genaro Bautista, *Etnias*, Madero 67-611, Col Centro, Mexico 06000, DF. tel: (5) 576 50 99.

Correction

The telephone number for Technoserve given to get information about the International Development Computer Users Network in the last issue should have been: (203) 852-0377. Sorry for any inconvenience!

and communication, and for communicating with people. Practical and easy to read, this book is available for US$10 + US$16 for postage.

Conferences and Seminars

ECO-ED will hold the *"World Congress for Education and Communications on Environment and Development"* October 17-21, 1992 in Toronto, Canada. Many partner events will take place October 15 and 16. ECO-ED plans to bring together key stakeholders including educators, communications professionals, NGOs, business and labor representatives, public officials, scientists and others to discuss sustainable development and communications. Sponsors include UN Educational, Scientific and Cultural Organization (UNESCO), and the International Chamber of Commerce in cooperation with UN Environmental Programme (UNEP). For more information, contact ECO-ED at 191 Niagara Street, Toronto, Canada M5V 1C9. telephone: (416) 860-1772 fax: (416) 860-0380.

The Institute for International Communications (IIC) will hold its annual conference in Montreal, Canada from September 9-11, 1992, at the Four Seasons Hotel. Topics include the role of communications in the 90's; the role of the communications industry in pursuit of economic, social and cultural objectives; and social and economic implications of new technologies. Contact: IIC, Tavistock House South, Tavistock Square, London WC1H 9LF. telephone: 071 388 0671. fax: 071 380 0623. telex: 24578 IICLDN G

The Course Developer in Distance Education (ICDE) will hold its 16th World Conference from November 8-13, 1992. Entitled *"Distance Education for the Twenty-First Century"*, the conference is situated at the Sukhothai Thammathirat Open University in Bangkok, Thailand. The cost is US $425 for members, $470 for non-members before June 30, and $510 for non-members after June 30. Contact: 16th ICDE World Conference, Sukhothai Thammathirat Open University, Pakkred, Nonthaburi 11120, Thailand. tel. (662) 573-5849, fax: (662) 573-5890.

The Centre for Distance Learning will hold an intensive 3 day ICDE preconference workshop for course developers and instructional designers from November 6-8, 1992, in Bangkok, just prior to the ICDE conference. Courses are geared to practitioners and use small group activities. The cost is US $300. Contact: Centre for Distance Learning, Monash Distance Education Centre, Churchill, Victoria, Australia, 3842. tel: 61 51 226 277. fax: 61 51 226 578.

As a follow-up to the UNCED conference in June, ***"I Latin American Congress for Communication Research Workers"* will be held August, 1992 in Sao Paulo, Brazil** and will focus on the theme "Communication and Free Trade". For more information, contact: ALAIC, ECA-USP Building, Av. Prof. Lucio Martins Rodrigues, 443, Bloco A-Sala 3, Ciudade Universitaria, 05508 Sao Paulo, SP, Brazil.

News in Crisis **will be the theme of a colloquium organized by the International Catholic Association for Radio and Television (UNDA) in Brussels, Belgium from May 25-27, 1992.** The purpose is to raise questions about the role of journalism in modern society and during crisis. Jean Dondelinger, European Commissioner for Audiovisuals, Information, Communication and Culture will open the workshop. There will be translation in English, Spanish and French. For more information, contact UNDA, rue de l'Orme 12, 1040 Brussels, Belgium. tel: +(2) 7349708; fax:+ (2) 7347018.

Resources

Audio-Visuals

Audio-visuals for the Environment, The International Centre for Conservation Education (ICCE) Services, Greenfield House, Guiting Power, Chelterham, Glos GL54 5TZ, UK. telephone: (0451) 850777 fax: (0451) 85075

ICCE has developed a collection of audiovisual materials which provide information about the environment in interesting and innovative ways. Ranging from global warming to population, pollution, wildlife preservation, coastal ecosystems, and conservation and religion, the collection presents issues clearly. All materials list the level of instruction (primary, secondary, or general), and the language of the text and audiovisual (English, French, German or Spanish). Videos are in VHS, Beta or PAL formats. Prices range from UK L 3.75 to UK L 20. Catalogues are available at the above address.

New Publications

"Women, Poverty and Environment in Latin America" by Michael Paolisso and Sally W. Yudelman, International Center for Research on Women, 1717 Massachusetts Avenue, NW, Suite 302, Washington DC, 20036 USA. telephone: (202)797-0007 fax: (202) 797-0020.

This 1991 report explores the ways by which women in the region contribute to protecting natural resources and the environment. This report identifies how local organizations are supporting women's environmental efforts. It offers specific recommendations for donor support in solving the dual problems of persistent poverty and environmental degradation in Latin America by enhancing women's environmental roles and communications networks. Cost: US: $2.00 for first three copies, $.50 for each additional; international: US $3.50 for first three publications, $.75 for each additional. Available in Spanish.

Coastal Resources Management: A Guide to Public Education Programs and Materials, by Michele H. Lemay and Lynne Zeitlin Hale, Kumarian Pres, Inc., 630 Oakwood Avenue, Suite 119, West Hartford, CN 06110-1529 USA. 1989.

This guide explains how to design and implement a public education program. It provides a convenient list of materials on coastal resources, tells where to obtain them, and shows which ones are available free. The book reviews individual materials according to their appropriate audience, the languages in which they come, the cost (if any), and how they can best be used. The book is well designed for the practitioner looking for diverse materials to be used internationally. Many of the materials come from developing countries and are specific to a coastal region. 57 p.

In addition, free papers about The International Coastal Resources Management Project are available in Spanish and English from The University of Rhode Island, Coastal Resources Center, Publications, Narragansett Bay Campus, Narragansett, RI 02881, USA, telephone: (401) 792-6224, fax: (401) 789-4670. This project is funded by USAID in cooperation with University of Rhode Island, USA; Coast Conservation Department, Sri Lanka; Direccion General del Medio Ambiente, Ecuador; and Office of the National Environment Board, Thailand.

Just Stir Gently: The Way to Mix Hygiene Education with Water Supply and Sanitation, Technical Paper Series #29, by Marieke T. Boot, International Water and Sanitation Centre, P.O. Box 93190, 2509 AD The Hague, The Netherlands, telephone: 31(0)70 33 141 33, fax: 31(0)70 38 140 34 (1991)

This "how-to" manual explores the relationship between water supply and sanitation projects and hygiene education and offers concrete ways to integrate them into project formulation, planning and management. The book links the technical aspects of sanitation and user practices in a comprehensive way so that it can be used cross-culturally rather than being culture or region specific. The process of behavioral change, the organizational integration of education and community participation, phases and approaches to hygiene education, workplans and budgets, and the role of communication are all covered extensively.

The Pesticide Code Monitor by Gretta Goldenman and Sarojini Rengam, Pesticide Action Network, P.O. Box 1170, 10850 Penang, Malaysia. tel: 60-4 870271 fax: 60-4 877445 (1989)

This resource book for trainers provides information about monitoring harmful pesticides and organizes trainings for community activists. US $10. Other communication materials on pesticides are available from the same address.

Periodicals

Connect: The UNESCO-UNEP Environmental Education Newsletter, 7 place de Fontenoy, 75700 Paris, France.

The Connect newsletter has published four issues yearly in six languages since 1975. The newsletter covers articles, international conferences and publication listing about environment education. It is available in French, Spanish, Russian, Arabic, Chinese and Hindi. *Connect* is free.

UNCED: An Environmental Education Opportunity?

An Interview with John Kirk, Organizer of Earth Rest Day

The United Nations Conference for the Environment and Development (UNCED), otherwise known as the Earth Summit is taking place this year in Rio de Janeiro from June 1 - 12. People from around the world will be discussing the future of this planet. What does it mean to have a global summit?

This global summit means that world leaders from over 160 countries will gather together to discuss the breakdown of natural systems which support life and the steps that need to be taken to repair the damage to planet earth. This is no easy task and there will be many apparent contradictions, confusion and heated debate. UNCED is a call to governments, business, peoples and individuals to exercise responsibility for the planet as a whole.

Why can we talk about the environment in global terms?

We must talk about the environment in global terms because actions taken in one part of the world can adversely affect life thousands of miles away. It is time all of us realize that earth is, in truth, a global village. We must take precautions to protect and enhance life in all segments of that village.

How is this conference difference than others before it?

It is the largest summit meeting in the history of the world. In addition to the meetings conducted by the heads of state, there will also be a Global Forum running concurrently in Rio de Janeiro and there will be over 10,000 individuals representing over 150 different organizations such as women's groups, indigenous people, and the Third World Congress. They will be discussing environmental problems from their own particular vantage points and they hope to have the results of their meetings included in the final deliberation of the official delegates.

Why is UNCED an environmental education strategy in itself?

Any conference is an education strategy. That is its purpose. But UNCED is different. It is also a global communication effort. Four PREPCOMs, or preparatory committee meetings, with delegates from all over the world determine the major issues to be reviewed and discussed by the world leaders at UNCED. At and around the conference, environmental issues will be addressed through different avenues. For example, I am the Sabbath Coordinator for the UN Environmental Sabbath/ Earth Rest Day which takes place the first weekend in June. Its purpose is to call upon religious leaders throughout the world to share with their congregations information concerning environmental degradation and the immorality of destroying the earth. Other groups will address environmental issues through other forums — the workplace, government, the need for grassroots activity.

The Earth Charter is said to build consensus around environmental issues. What is it?

The Earth Charter is a constitution for the world. It reviews and discusses the type of behavior that is necessary in order for people to sustain the globe. Representatives from different countries discuss and sign it.

Why is consensus building a powerful part of environmental education and action? How can people emulate this process in their communities?

Worldwide, people's actions interrelate and produce results which impact on all of us. Today, we are aware that participation builds commitment. A consensus building tool like the Earth Charter allows people to participate in the process and show [or not show] their support. As a communication tool, it spreads information about the environment, the responsibilities of everyone, and asks people to sign their commitment for change. A similar 'Community Charter' or local Earth Charter can effectively build consensus anywhere with small or large groups of people.

Many developing countries have complained that UNCED is geared towards the needs and solutions of the industrialized world — that consensus is not possible.

Much of the distrust of the consensus process by the South is based on economic factors rather than environmental ones. Because of the gross exploitation of the South by the North in the past, the South does not want to be left behind or blamed for all environmental problems. But this does not have to preclude the consensus building process. Hearing different perspectives is vital to the process.

The environmental education activities related to UNCED are enormous. Can you describe some of the various activities?

The Global Forum, the PREPCOMs and other groups plan to publicize their results. Also, summary reports, videotapes of certain activities, and in some locations, extensive satellite coverage on Ted Turner's Cable News Network (CNN) will keep people informed. Numerous newsletters, compilations of articles and sessions will be available. The EcoNet electronic mail network will also carry ongoing information and electronic conferences (see DCR #75 for information about EcoNet).

Other conferences and seminars will also result from UNCED. The Eco-Ed conference (see p. 22) will be the largest environmental meeting ever with 4000 delegates from over 50 countries talking specifically about environmental education. ■

Dr. John Kirk is the Director of the New Jersey School of Conservation, the largest resident environmental field center operated by a university in the world. For more information about the Environmental Sabbath, contact him at: New Jersey School of Conservation, Montclair College, R.D. 2, Box 272, Branchville, NJ 07826, USA. tel: (201) 948-4646, fax: (201) 948-5131. For a list of resources or other information, contact The UNCED Secretariat at 160 route de Florissant, Case Postale 80, CH-1231 Conches, Switzerland. tel: (41-22) 789 1676, fax: (41-22) 789-3536, E-mail: cdplunced; the UNCED Liaison, c\o UNDP, PO Box 30218, Nairobi, Kenya, tel: (254-2) 333 930/520 600, fax: (254-2) 520 724/520 711; or Network '92: Palais Wilson, 52 Rue des Paquis, CH-1201 Geneva, Switzerland.

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To Our Readers:

After over a decade of innovation and evaluation in the field of health communication, this issue of the DCR focuses on Communication and Health: What's New, What's True? Research results, trends and case studies are represented to show the diversity of what has been learned, what remains good practice and future challenges for development communicators. Not just for those in health, this issue will inform practitioners from all fields who use communication.

-The Editor

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HEALTHCOM:
Lessons from 14 Years in Health Communication

by Mark Rasmuson, Holly Fluty and Robert Clay

Once a misunderstood and mistrusted add-on to public health programs, health communication has now been widely embraced by governments and private voluntary organizations, by international donors and United Nations agencies, by universities, epidemiological research organizations, and non-governmental organizations throughout the world. Now after fourteen years of experience and some very convincing evaluations, one multi-million dollar health communication program reveals the lessons learned, lessons reconfirmed, and the insight gained about the future challenges of communication and development.

In 1978, the U.S. Agency for International

continued p.2

Mass Media Entertainment for AIDS Communication in Zaire

by Julie Convisser

The use of popular entertainment to convey messages of health and sexual responsibility is rapidly becoming one of the most innovative and effective behavior change approaches in health communication today. The methodology is not new; entertainment has been a forceful communication tool as long as people have sung and performed for each other. But now, health communicators are recognizing the power of entertainment and the mass media for health promotion. And the beat plays on...

Nowhere has AIDS hit harder than in east central Africa. In Zaire, the HIV or AIDS virus is officially estimated to be carried by 6% to 8% of those who live in major cities and over 3% of the rural population. Unofficial reports show the rates to be much higher. In the absence of a vaccine or cure, communication

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Supported by the Office of Education, Bureau for Research and Development
U.S. Agency for International Development

Development Communication Report

Development Communication Report, published quarterly by the Clearinghouse on Development Communication, has a circulation of over 7,000. The newsletter is available free of charge to readers in the developing world and at a charge of $10.00 per year to readers in industrialized countries.

As center for materials and information on important applications of communication technology to development problems, the Clearinghouse is operated by the Institute for International Research, Inc. in association with Creative Associates International and supported by the U.S. Agency for International Development, Bureau for Research and Development, Office of Education, as part of its program in educational technology and development communication.

The views expressed in the *Development Communication Report* are those of the authors and not necessarily of its sponsors. Original material in the Report may be reproduced without prior permission provided that full credit is given and that two copies of the reprint are sent to the Editor.

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Lessons Learned, cont'd from p. 1

Development launched an innovative research-and-development project in two countries, Honduras and The Gambia. Called the Mass Media and Health Practices Project, the purpose of this effort was to explore how a systematic communication approach could help teach rural villagers an emerging new health technology: oral rehydration therapy (ORT).

From this modest beginning, A.I.D.'s investment in health communication has grown into a sustained 14 year $50 million dollar program implemented by the Academy for Educational Development known as Communication and Marketing for Child Survival (HEALTHCOM). HEALTHCOM has provided technical assistance to the child survival programs of more than 35 countries, and played a global leadership role in health communication and social marketing. Over the years, two key research and development objectives have been maintained: (1) continued refinement of an effective communication methodology, and (2) rigorous evaluation of the methodology's application in specific countries.

The 5-step methodology pioneered by the initial project in Honduras and The Gambia—Assess, Plan, Pretest, Deliver, and Monitor—(Figure 1) has gone through many twists and turns through the years. While the process has been delineated variously by those working in different development technologies, at the heart of the process is one central concern — the consumer comes first. HEALTHCOM takes this priority seriously and program decision making systematically reflects the consumer's perspective in program planning through formative research, testing of communication materials, and monitoring of program effects.

Between 1985 and 1991, the Center for International Health and Development Communication (CIHDC) at the Annenberg School for Communication, University of Pennsylvania conducted 10 major pre- and post-intervention survey studies of HEALTHCOM programs in eight countries. The results of these studies afford a wealth of information about health communication. This article summarizes some of the most important of these lessons and challenges.

Lessons Learned

Lesson 1: Health communication works.

HEALTHCOM's programs have demonstrated definitively that health communication can work in the broadest sense — to increase immunization coverage, use of ORT, consumption of vitamin A capsules, and improve breastfeeding and other healthy practices.

- In four out of six sites where HEALTHCOM supported immunization programs relative coverage rates ranged from 25 to 85 percent.
- In Lesotho, the communication program helped boost ORT use from 39% to 60% and any treatment of a diarrhea case from 58% to 75%.
- HEALTHCOM's media campaign in Jordan contributed to an increase from 38% to 56% of mothers who initiated breastfeeding within six hours after their child's birth.
- In Central Java, Indonesia, vitamin A capsule consumption increased from 24% to 40% in districts with a health post following a one year communication effort.

Lesson 2: It doesn't work by itself.

Communication by itself is rarely enough to change health behavior. People must have the opportunity to perform a recommended behavior and the environment must be able to sustain the behavior change. Elements such as access to an immunization service, access to oral rehydration salts (ORS) or condoms, and/or physicians and nurses who support healthy practices must be considered. In HEALTHCOM's experience in Ecuador, for example, immunization rates were dramatically improved as a result of a combined service delivery/ communication approach, whereas the use of oral rehydration salts was improved only temporarily by communication in the absence of a continuous supply of ORS. In Jordan, increases in early initiation of breastfeeding following a communication campaign were much higher in public hospitals, where physicians and nurses supported early initiation, than in private hospitals where they often did not.

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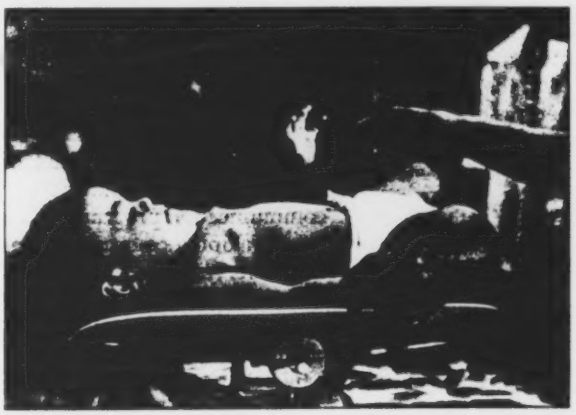
Lesson 3: It does more than create demand.

The creation of demand and motivation for higher use of health services have been important functions served by health communication programs. But they have not been the only functions served. Communication programs have had important positive "side effects" beyond their principal demand creation objectives. In the Philippines, for example, HEALTHCOM's communication campaign on measles did indeed significantly increase measles immunization coverage. Yet it also had a positive effect on the timeliness of measles immunization, and boosted coverage rates for other immunizations as well.

Lesson 4: It works differently for different interventions.

Different health interventions require different communication strategies — some inherently more difficult than others. Teaching how to mix an oral rehydration solution in the home is a thornier communication challenge than informing parents where and when to go for their child's next immunization. Even for the same intervention, the communication issues vary depending on the "maturity" of the program and the special problems it encounters. HEALTHCOM has found, for example, that increases in immunization coverage are easier to achieve through communication in programs with relatively low coverage rates at the start than in programs with higher rates. Moving a program from 70% to 90% coverage, which often means targeting hard to reach groups like the urban poor, is harder than boosting rates from 40% to 70% using a standardized informational campaign approach.



Channel	% Exposed (a)	Effect of Exposure (b)	Channel Effect (a) x (b)
Clinic	22%	18.1%	4.2%
Outreach	16%	20.1%	3.2%
Radio	60%	13.6%	8.2%

Lesson 5: It may not work as dramatically as public health officials expect.

Public health officials often have unrealistically high expectations of how communication can help a health program, setting short-term goals of 80 per cent immunization coverage or 60 percent adoption of a new health technology like ORT. Such goals can inadvertently set up communication planners for failure and disappointment.

Lesson 6: Interpersonal channels are important.

A longstanding tenet of development communication theory and practice is that interpersonal communication is vital in motivating behavior change. HEALTHCOM's research results confirm that tenet. In Swaziland, for example, CIHDC's research found that clinic staff and outreach workers were more effective channels in increasing knowledgeable use of ORT than radio. Each type of interpersonal contact was associated with a 20% greater likelihood of appropriate use of ORT, while heavy contact with the radio was associated with about a 13% greater likelihood of appropriate use.

Lesson 7: But so are the mass media!

In the Swaziland example cited above, health workers reached only 22% of the population and outreach workers only 16%, while radio reached nearly 60% of the population. Thus, even though it was less effective per contact, because radio could reach many more people, it was more effective overall. By one calculation (table), CIHDC concluded, 8.2%

continued p. 4

Lessons Learned, cont'd from p. 3

more of the entire population was using ORT appropriately as a result of exposure to radio, while only 3.2% resulted from contact with interpersonal sources. CIHDC's other evaluation studies supported this finding: in the 16 interventions they studied, exposure to mass media messages was sharply associated with the level of program success. Of the 6 programs operating in environments where only light exposure to mass media was achieved, only 2 were considered successful. Of the 9 programs which achieved high media exposure, 7 were associated with substantial change in behavior.

Lesson 8: It needs to be sustained.

HEALTHCOM's programs have consistently demonstrated a clear correlation between different levels of communication programming and rises and falls in the practice of new behaviors. The fact that some level of communication needs to be maintained in order to sustain new behaviors is old news in the world of commercial marketing and advertising — Coca Cola keeps on spending millions in advertising even though it is the market leader. Unfortunately, it is another fact not always well appreciated in the public health community where another mistaken expectation is that once a communication program has helped boost a new health product or practice, it is there to stay.

Lesson 9: It must be multi-disciplinary.

Effective health communication is a mix of science and art — a blend of solid consumer research and highly creative design. It continues to be influenced by many other disciplines. Marketing has been particularly important in providing an overall planning framework which includes supply elements as well as demand. Social and behavioral psychology, anthropology, and epidemiology have also been influential. In practice, health communication requires the collaboration of a team of program managers, researchers, and communication professionals — each contributing their special expertise.

Lesson 10: It is difficult to institutionalize in developing countries.

Good health communication requires capable well-trained professionals and resources for critical activities like formative research, media production, and program monitoring. While policy makers in many developing countries are now embracing the potential of health communication to improve public health programming, Ministries of Health, often strapped financially, are still lagging behind in committing the resources necessary to enable trained health communicators to effectively practice their profession.

Challenges for the Future

The final three lessons underscore two of the major challenges which face health communicators in the future: (1) How can health communication programs best be designed for developing countries to support multiple interventions over the long term at an affordable price, encompass strategies and resources for both sustaining behavior changes achieved in the past, and target new behavioral challenges as required? (2) What more can be done to enhance the prospects for institutionalizing an effective health communication capacity in developing countries? Three strategies currently being followed by the HEALTHCOM Project are:

- to strengthen health communication curricula in developing country training institutions;
- to develop streamlined methods of research and planning which can be more easily adopted in developing world settings; and
- to conduct communication cost studies which will demonstrate to policymakers the cost-effectiveness of health communication.

Another challenge is posed by shifting epidemiological patterns in much of the developing world. As patterns of morbidity

and mortality shift more in the direction of the "lifestyle diseases" characteristic of industrialized countries (e.g. heart disease), health communication, as a key influence on health behavior, becomes ever more important. But it also becomes more difficult: motivating a prevention behavior which has no immediate positive consequence is inherently harder than motivating a treatment behavior which cures an illness. This challenge calls on health communicators to sharpen communication strategies. In environments which are cluttered with thousands of competing messages, effective health communication programs will need to develop strategies which:

·Target specific audience **segments**.

·Account for where people are on the **behavior change** spectrum, from awareness through intention, trial, and adoption.

·Offer people a genuine **opportunity to behave** in a new way.

·Promote **benefits** people want.

·Mitigate **barriers** to new behaviors.

·Appeal to the **emotions** as well as the intellect.

■

Mark Rasmuson is the Vice-President for Health Programs, Asia Region, for the Academy for Educational Development (AED) and a senior advisor for the HEALTHCOM Project. He was Director of HEALTHCOM from 1985-92. Holly Fluty is the Cognizant Technical Officer for HEALTHCOM and Robert Clay is the Chief of the Health Services Division, in the Office of Health, Agency for International Development. For more information about HEALTHCOM, contact AED at 1255 23rd St., NW, Washington D.C. 20037. tel: (202) 862-1900, fax: (202) 833-6617; or the Office of Health, Bureau for Research and Development, USAID, Washington D.C. 20523-1817, tel: (703) 875-4526, fax: (703) 875-4686. For additional information about the evaluation results, contact Robert Hornik, CIHDC, Annenberg School for Communication, University of Pennsylvania, 3620 Walnut Street, Philadelphia, PA 19104-6220 USA (215) 898-7057, fax: (215) 898-2024.

How to Conduct Focus Groups:
Researching Group Priorities Through Discussion

How many times have health projects failed because project designers did not understand the priorities and beliefs of a community? Conducting focus groups is one way to open up dialogue with community members and uncover hidden beliefs and agendas.

Focus group discussions enhance the project process for several reasons. They give diverse community sub-groups the opportunity to express concerns and have a voice before the project begins. They stimulate ideas and conversation which may not emerge during a one-on-one interview. And they allow project monitors to have a baseline of information to which they can later refer to see if group attitudes or priorities have evolved.

Beliefs are not always consistent across a community. Mothers of small children may have a different interpretation of oral rehydration therapy than women who do not have children. Factory workers may appreciate the implications of urban pollutants differently than religious leaders. The focus group gives an outsider the ability to understand important differences and come to some conclusions about overall attitudes.

In order to ensure that the data collected is meaningful, it is important to have a discussion outline and to focus the groups upon particular areas of concern. Here are other guidelines on how to make focus groups effective and keep sessions consistent across distinct sub-groups:

- Each session should last between 60-90 minutes
- Groups should consist of 8-10 participants
- Sub-groups should represent the diversity within the community.
- Sessions should inspire a sense of openness and comfort (for example, beginning with songs or stories)
- Topics of discussion should be consistent across groups.
- Groups should be designed so that individuals are minimally inhibited (for example, if farmers are dependent on middlemen, they may not be as candid if middlemen are present)
- Questions should be carefully designed to not reveal a facilitator's bias
- Discussions should be focused and facilitated, but should not direct the group to "right" or "wrong" conclusions
- Information shared within the groups should be kept confidential. Members should discuss this point.

While they may not provide all the data needed to make qualitative comparisons, focus groups can be an excellent mechanism to learn about a community and the positions of its sub-groups. Quick, easy and informative, they may reap unexpected results.

HEALTHCOM

This focus group in Malawi begins with songs.

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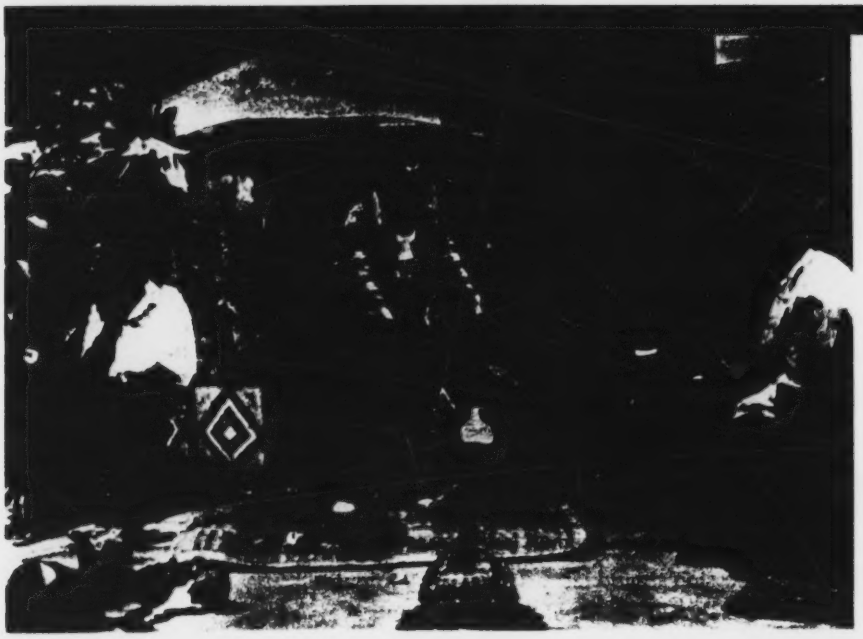
Entertainment, cont'd from p. 1



Zaire acting troupe explore AIDS prevention through drama

strategies stressing prevention are the only options open to a country like Zaire.

In 1988, Population Services International (PSI) launched an AIDS mass media project in collaboration with the Zairean government's National AIDS Program and with funding from the U.S. Agency for International Development (USAID). The project was created as a complementary effort to the PSI Condom Social Marketing Project in Zaire.

Two expatriate communication specialists employed by PSI acted as project directors and were matched by two counterpart specialists from the Zairean National AIDS Program. They were supported by a local technical production and research staff. Through collaboration with other Zairean organizations, they designed a comprehensive national media campaign utilizing television, radio, print materials, drama and life music.

Strategy: Young and Urban

While Zaire's urban citizens are more susceptible to AIDS, they also have the greatest access to the media. The country's 11 regional capitals are linked by television satellite and an estimated 13 million urban residents have access to TV sets. This, combined with patterns of AIDS prevalence, led project leaders to first target young Zaireans in the cities.

Youth aged 12-19 were selected first for their proportionately large group size, their high-risk behavior and evidence that most people with HIV in Zaire were infected in their early teens.

Another population segment — those from 20 to 30 identified as "young and prospective parents" — was added as a second target population during 1990. Research in Zaire and other African countries indicates that the AIDS threat to the health of children (such as transmission from mother to child) is a strong motivating factor for behavior change among parents.

Entertaining the Facts

In its first year, the project worked with students from the National School of Performing Arts to produce and pretest a series of television and radio spots aimed at influencing prevailing attitudes and behavior related to HIV transmission. Five spots were produced with the National Broadcasting Network and translated into Zaire's five official languages.

A longitudinal program impact study involving the University of Kinshasa School of Public Health showed that the first TV and radio spots effectively addressed fallacies about AIDS. After nine months, surveys indicated a decrease of 14% for those who responded "yes" to "Can you avoid getting infected with the AIDS virus simply by avoiding contact with people who look sick?"

Music: Getting to the Heart

Zaire, the heart of the African beat, boasts some of the world's most talented and highly visible musicians. As Neil Henry, a Washington Post African correspondent wrote, "The air is filled with rhythms. From the street corners and back alleys, from the countless shacks of wood, cinderblock and corrugated tin... the strains of music pour." Thus, the project sought out to enlist this community of eloquent and persuasive musicians.

And it struck a responsive chord. The Zairean music community has not been unscathed by AIDS. Zaire's most famous musician, Franco-Luwambo, released a song about AIDS nine months before dying of the disease. Franco's song and startling death paved the way for the project to mo-

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tivate other popular musicians to raise their voices against AIDS.

After sponsoring a contest among Zaire's leading bands, the project selected three AIDS songs. The songs were released in four month intervals over a year and were guaranteed daily playtime through agreements with national and regional radio stations.

The public response was positive. "Step by step/hand in hand/let's all fight AIDS..." the refrain of the first released song by the well known Empompo Loway could be heard on the lips of rural schoolchildren and sophisticated Kinshasa residents alike. In a Kinshasa post test six months after the song's release, 65% of a sample of the target audience had heard of it. Of these, 90% could sing a verse or two on request. Most importantly, 93% of those who had heard the song retained the key AIDS messages and 85% of the same group said it affected their behavior.

Of the latter group, one in three said it discouraged them from having multiple partners. One in four said it encouraged abstinence and one in six said it motivated them to be faithful to a single partner.

Buoyed by the response, the project sponsored a World AIDS Day concert in 1989, where Empompo sang his song. When a video of the performance was released just three weeks later, Empompo was dead from AIDS.

Five more songs soon joined the original three — each addressing a slightly different audience by selecting musicians with different styles and appeals. Similarly, the messages evolved over time. Due to the growing AIDS awareness, later songs veered away from the basic 'do's and don't's and stressed more emotional appeals to change behavior patterns. For example, one of the most recent songs avoids the word AIDS altogether. Instead, a man and woman sing to each other of their marital trespasses and — in the face of "dangers all around us today" — renew their love and commitment to mutual fidelity.

For the 1990 World AIDS Day, the project sponsored a nationally broadcast concert featuring live renditions of six AIDS songs by the original artists. Excerpts were edited into five music videos, with cuts of musicians and other popular figures giving advice on AIDS prevention. The video-clips were then broadcast on a rotating schedule, and cassette tapes are distributed to AIDS prevention groups throughout the country.

The Drama of AIDS

Working with Zaire's best loved drama group, Troupe Nzoi, the project produced a four part radio/TV series aimed at the "prospective parents" group. Its underlying behavioral messages: 1) avoid having multiple sex partners; 2) practice mutual fidelity; 3) use a condom in high risk situations.

The drama, about a young woman who learns after her wedding night that her husband has AIDS was the first mass media treatment of many sensitive AIDS related issues in Zairean culture. They include widespread marital infidelity and the link between the economic and social plight of women and widespread prostitution. Moreover, two specific scenes provided a first time opportunity for an explicit televised discussion of the advantages of condom use for AIDS prevention. The entire series was shown twice in 12 months.

Public response to the drama's realism and sensitivity was overwhelming. Follow-up research verified that presenting messages through a culturally relevant radio/tv drama effectively motivates individuals to adopt safe practices. Four "day after" surveys among a representative sample in Kinshasa showed that over two-thirds of the intended audience watched each episode on tv. Of these, two-thirds could recount the plot of the episodes they watched. And more than two thirds retained the drama's AIDS messages. Almost 75% indicated they intended to change their behavior. Finally, more than 50% discussed the content with friends or family. 90% wanted to see another episode.

AIDS in print

To reinforce the AIDS messages broadcast on radio and tv for schoolchildren, the project presented "myths and realities" about AIDS on below market-price school notebooks. Working with a popular comic strip artist, the project designed three 1991 calendars for teens and adults, each featuring an eye catching comic strip. The first, targeted to working men and women, subtly underlines the importance of fidelity. The second, for teens, indicates the risks of promiscuity. The third, for distribution to bars and hotels, humor-

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In the absence of a vaccine or cure, communication strategies stressing prevention are the most effective options

ously presents the advantages of condoms.

Regional Strategies

By the end of the project's second year, Zaire's 13 million urban residents were receiving an average of 10 minutes a day of consistent televised AIDS prevention messages. But what about outside the big cities? What about the remote villager or the women hawking wares from the river barges, whose only mass media exposure are songs and programs broadcast in the local dialect from the radio station of their regional capital?

Working through the National AIDS Program, the project identified 4 of the country's 11 regional radio stations in high priority areas. After several initial visits, two producers from each of the four radio stations were trained in an intensive workshop and asked to submit a year-long action plan for an AIDS radio campaign.

By the end of the first year, the regional radio stations had produced and broadcast in 13 local languages 28 AIDS feature programs, 22 radio spots, 8 AIDS radio dramas, 2 songs, and 5 AIDS messages via their local radio stations.

In one drama, the newly married Pembele discovers that her husband contracted AIDS in a pre-marital affair.

The results were promising. In the region of Haut Zaire, for example, villagers far from the radio station created an AIDS song in their local musical style and invited the radio station to record it. The song became one of the radio station's most requested tunes.

Results comparing one of the target regions (Sud-Kivu) with a "control" region (Equateur) indicate that the higher level of exposure to AIDS messages in the target region greatly affected knowledge and attitudes about AIDS. According to the study, the difference in level of knowledge regarding AIDS transmission between the "control" and target regions was 18%.

Conclusions

Results over the project's first two years conclude that using entertaining media to promote safer sexual behavior can effectively reach target audiences and inspire behavioral changes. The following results from the second phase of the longitudinal program impact study conducted in August 1990 indicate the following:

·*Increase in awareness regarding asymptomatic carriers.*

The ratio of people who think "you can avoid getting infected with the AIDS virus simply by avoiding sexual contact with people who look "sick" dropped from 56% to 42%.

·*Increase in abstinence and mutual fidelity for AIDS prevention.*

When asked "how have you changed your behavior in the face of AIDS", 16% more people spontaneously responded "by becoming mutually faithful" in the second study.

·*Increase in knowledge and acceptance of condoms for AIDS prevention.*

Those who named condoms as their first mode of AIDS prevention increased from 5% to 13%. The ranks of those who had ever heard of condoms increased by 11%.

·*Increase in condom use for AIDS prevention.*

When asked how they had changed their behavior in the face of AIDS, 5 times the number of people responded "by using condoms". Indeed, annual sales of condoms offered through PSI's Condom Social Marketing Project increased by more than 1,000% over the course of the media campaign — from 900,000 in 1988 to 18 million in 1991. According to an equation developed by Family Health International, the 18 million condoms sold in 1991 prevented nearly 7200 cases of AIDS in Zaire. ■

Julie Convisser, a communications specialist with Population Services International (PSI), served as the director of the Zaire Mass Media Project. PSI suspended mass media activities in November 1991 with the withdrawal of funding byUSAID due to political and social unrest in the country. PSI is now replicating this project in 8 other countries in Africa and Asia and applying this technique to an HIV prevention project in the U.S.A. For more information, contact: PSI, 1120 19th St., NW, Suite 600, Washington DC 20036 USA. tel: (202) 875-0072. fax: (202) 785-0120.

Innovations in Counseling: Do They Make A Difference?

by Young Mi Kim and Rita Meyer

Health communication programs around the world rely on face to face communication between a health care provider and a client. Therefore, the quality of a counseling interview can influence whether clients begin or continue to use healthy behaviors. Yet, often health care providers are uncaring, rude, or misinformed — sometimes without insight into the repercussions of their actions. People do not want to go to them even if their service sites are well-stocked. These findings have convinced policymakers and planners in many countries to integrate interpersonal communication and counseling skills training into their health communication programs.

But does counseling training actually improve the quality of care? A counseling evaluation in Ogun State, Nigeria was the first to address this question and the definitive answer is yes.

Improving Performance

To improve the quality of service delivery in its clinics, Nigeria's Ogun State Ministry of Health (MOH) incorporated three days of counseling training into its family planning training curriculum for nurses. Assisted by the Johns Hopkins University Population Communication Services (JHU/PCS) and its subcontractor, the Program for Appropriate Technology in Health (PATH), the MOH compared the skills of nurses trained in counseling with the skills of nurses who had not been trained in counseling. The Ogun training represented an unusual opportunity for evaluators to compare "trained" and "untrained" skills because, at the time of study, not all the nurses had yet received their training.

The result? Counseling-trained nurses fared better in almost all areas of "quality of care" criteria. Client exit interviews showed that nurses trained in counseling listened more attentively to clients (97% vs. 66%), gave clearer explanations (95% vs. 75%), were more polite (89% vs 53%), and made clients feel more comfortable (95% vs. 76%). Furthermore, data from 1001 medical records showed that clients of nurses trained in counseling were twice as likely to keep return appointments (84%) as clients of untrained nurses (44%).

Improving an Image: Ghana's Approach

The Ministry of Health's decision to offer over 5000 health care providers training in counseling skills was not unfounded. Focus groups, or sessions with groups of potential or actual Ghanaian health service users, revealed that health care providers in Ghana had a poor public image. Feedback from "mystery" clients coached in advance by researchers to carefully observe counseling interviews, reassured the Ministry of Health that nurses trained in counseling did, in fact, perform better than the untrained nurses. The effort to enhance the image of trained counselors was part of a three-year multi-media campaign in which 94% of men and women were reached by at least one mass media channel. Demand for contraceptives increased during the campaign and exceeded supplies.

Win Morgan

Ghanaian nurses, midwives and community members march to show "they care".

The newly trained providers were equipped with new manuals, flipcharts, posters and brochures and were ready to greet the public. The public, however, still perceived them as rude and insensitive. The counselors needed a new public image to match their skills. To promote trained counselors as competent and caring, a campaign was built around the slogan "Talk to Your Family Planning Advisors — They Care". After radio and television spot promotions, counselors wearing "I Care" buttons were sought out in clinics and stopped on the

continued p. 10

Counseling, cont'd from p.9

Nurses doing role playing during a counseling training in Ogun, Nigeria.

streets by would-be clients. In the first year of the promotional phase of the campaign, sales of contraceptives nearly doubled.

Building a Framework

The counseling experiences of Nigeria, Ghana, and other countries prompted JHU/PCS to host a four day workshop in April 1992 to help improve the evaluation components of counseling training programs. Bringing together trainers and managers from Nigeria, Bangladesh, Kenya, the Philippines, Egypt, and Zimbabwe, the workshop was based on three lessons learned from prior counseling training and evaluation experiences:

·Short-term counseling training can lead to higher quality caregiving among health care providers and good health and family planning practices among clients.

·Promoting the image of health care providers publicly can encourage providers to use the counseling skills acquired during training.

·Evaluation of counseling training programs can both enhance the training programs and document the impact of the training on health care providers and on client behavior.

Workshop participants also refined a framework for improving counseling training evaluation. It will be featured in a forthcoming manual developed from the workshop and available through JHU/PCS. ■

The Population Communication Services (PCS) project is part of the Johns Hopkins University Center for Communication Programs. Young Mi Kim, Senior Evaluation Officer at JHU/PCS, directed PCS's Counseling Training Evaluation Workshop. Rita Meyer, Program Officer, writes, edits, illustrates and produces PCS publications. For more information, contact JHU/PCS, 527 St. Paul Place, Baltimore, Maryland, 21202 USA. tel: (410) 659-6300, fax: (410) 659-6266.

Grants and Fellowships for Women

A directory of fellowships and grants available to African women students and scholars in the U.S. is now available from the Womens' Studies Research Center, University of Wisconsin-Madison, 209 North Brooks St., Madison, WI 53715, USA tel:: (608) 263-2053, fax: (603) 265-2409. Cost:: $2.00 +$1.25 postage.

CHETNA

International Development Research Center's new women and development unit supports research projects on issues related to women's roles and responsibilities in the Third World. Contact Eva Rothgeber, WID Unit, IDRC, PO Box 8500, Ottawa, Ontario, KLG 3H9 Canada.

The Global Fund for Women supports groups concerned with media images of women, legal rights and violence against women, as well as related topics. contact GFW, 2400 Sand Hill Road, #201, Menlo Park, CA 94025, USA.

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When New Meets Old:
Collaborating on Safer Birthing Methods in Nigeria

by J.P. Dangoji

The power and influence of traditional birth attendants in rural communities in Nigeria is so strong that any attempt to redirect or discredit their practices is met with stiff rebuttal. Yet too many babies and mothers are dying from crude birthing methods, nutritional taboos, female circumcisions, unsanitary conditions, or poor care after delivery. One Nigerian non-profit, non-governmental organization familiar with the roles and responsibilities of traditional practice has taken steps to work with birth attendants to improve health practices.

The Inter-African Committee (IAC) on Traditional Practices Affecting the Health of Women and Children was established in 1984 at the end of a five day seminar in Dakar, Senegal, organized in collaboration with several United Nations organizations. Delegates came from twenty African countries and discussed topics such as female circumcision, child marriages, teenage pregnancies, traditional methods of conducting labor and delivery, and social taboos. In the following year, the IAC of Nigeria was formed and women and men from across Nigeria began to open state branches. The plan involved working with (rather than against) traditional birth attendants to find safer methods they could implement in their communities.

Due to the size and diversity of Nigeria, IAC representatives selected pilot projects for each local government area (LGA) and trained practicing midwives in each area. Once fully trained, the midwives formed groups of traditional birth attendants in their communities and conducted awareness trainings and practical demonstrations. The birth attendants learned about sexual anatomy, the process of fertilization, differences between normal and abnormal pregnancies, personal and environmental hygiene, nutrition, prenatal care, high risk pregnancies, and the importance of post natal care and oral rehydration salts. As literacy was never assumed, the training used posters and films and culturally relevant information about taboos.

At the end of the training course, delivery kits were given to the participants, not to replace, but to supplement the traditional birthing techniques. Hygienic practices such as sterilization of all materials rather than just the "new" ones was emphasized. Ongoing contact with the IAC midwives provided the support and problem solving needed to keep the interest of the traditional birth attendants and the communities high and replacement parts available.

By joining in partnership with traditional birth attendants, the Inter-African Committee of Nigeria did not try to circumvent the cultural power of the traditional birth attendants. Instead, their positions were treated with the same respect they enjoyed in their rural communities. With this collaborative approach, new often safer methods could be introduced to complement traditional practice and save the lives of mothers and their children. ■

J.P. Dangoji is a former lecturer at the Colleges of Nursing in Vom and Yola. Currently, he is the Chief Health Educator of Taraba State, Nigeria and one of the founding members of the IAC/Nigeria. For more information, contact him at: P.O. Box 324, Jalingo, Taraba State, Nigeria.

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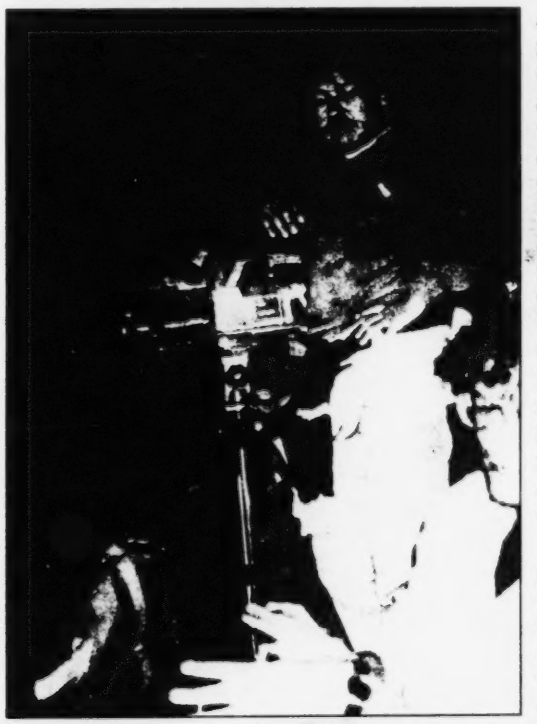
Training Videos: The Next Best Thing to Being There?

by Valerie Uccellani and Maria Cristina Rosales

Video has become an indispensable health communication technology over the past decade. Yet, recognizing the virtues of face-to-face communication for effective training, many people hesitate, if not shudder, at the idea of using video. We have all seen our share of costly videos which bombard viewers with one-sided information and nudge them into a sit-back-and-watch posture. True, videos will never substitute for the important interpersonal link between trainer and training participants. However, a well-done video can entice people to reflect upon their own thoughts and actions as well as to actively explore new ideas with others. Much like dramatic role plays, participatory video can invite people to step outside themselves, analyze their own feelings and actions, and practice new behaviors. Reaching far greater numbers of people than individual face-to-face communication, in many cases a participatory video with just one facilitator can multiply the interpersonal link effectively and successfully communicate new messages.

The Advantages of Video

Most trainers who have used video will comment on how often participants get excited about a training topic simply because of video's entertainment value. However, the appeal of video doesn't automatically make it effective. What are advantages of video over other training materials?



The director worked with health promoters and mothers to act out key concepts from the script, using their own words.

Video reaches both the eye and ear. Research has proven that viewers more easily retain a message when more than one sense is involved.

Unlike role plays, video can be seen more than once. What was missed the first time may become apparent later on. Through repeated uses, video can reinforce important skills and unearth new issues and debate.

If training participants identify with the characters and situations, a video can guide them through alternatives to their current behaviors. The key is to design a video that is directly relevant to viewers' problems, priorities, experiences and feelings.

Video can train field staff even on complicated sets of skills if procedures are presented clearly without overwhelming detail. With a simple stop and start, video can be presented and discussed in segments. This control gives viewers the freedom to explore priority issues in greater depth.

If accompanied by a set of guidelines and shown by a facilitator, video can alleviate the burden of broaching culturally sensitive topics. For example, issues around sexual behavior or HIV counseling may seem unapproachable without the objectivity gained by using technology such as video. The combination of video and discussion manual best ensures that training achieves consistency and quality.

Video can be extremely cost-effective because it multiplies the training process. When both human and economic resources are scarce, initial investment in a video can provide long-lasting benefits.

Production Questions

Video can be an appropriate communication tool for a diversity of programs, especially when accompanied by facilitation and support materials. Still, deciding *if* video is the correct choice for a given training need, *how* it can best address the need, and *what kind* of support materials will help achieve the training goals are important considerations. Before making the final decision to produce a training video, ask the following questions:

Does the intended trainee group have access to video recorders? Are there distribution channels to get the final video to the intended users? What has their response been to videos used in the past?

How much variation is there among trainee groups? For example, do regional differences in setting, attitudes, or behaviors make it impossible to create a single, realistic, acceptable, visual aid?

Does the budget allow for pretesting the video with representatives of the intended trainee groups after a draft script is written? Developing adjunct materials? Distributing the final training package?

When the Answers are No...

If these and other considerations indicate that video is not appropriate, options do exist. Materials developers can

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scale down the video's intended trainee group, choose to develop a slide show instead, or design a set of creative model scripts for trainers to use in dramatizations.

When the Answers are Yes...

If the decision has been made to produce a training video, there are many pivotal issues to consider during the production process. Make sure that:

- Background research has revealed the current behaviors and attitudes of the intended training participants with respect to the central training topic. The goal of the research is to create realistic situations and characters in each scene;
- Scenes are filmed in a variety of settings and present a variety of situations so that members of the intended trainee group can relate to what they see;
- The script is reviewed at several stages and the video is pretested. Pretesting should be done only once before filming, when producers have agreed on a *complete* and final script. Pretesting is usually done through "focus groups" (see p. 5) where a moderator guides discussion among six to ten people. Usually a minimum of two groups are conducted with representatives from each intended training group. Their comments and reactions are recorded and analyzed so that the script can be revised before filming. The aim of the pretest is to ensure that the concepts are clear, appealing, and meaningful, and that the language settings and depicted reactions are acceptable.
- Reflection, discussion, and spin off activities are integrated into the video. Posed questions or intentional pauses for discussion after key scenes are effective.
- A discussion guide is developed for facilitators and the video/guide package is field tested to make sure that the guide enhances the video and provides all information the facilitator might need. Videos are not nearly as useful without appropriate facilitation.

■

Valerie Uccellani is a Program Officer for the Nutrition Communication Project (NCP) at the Academy for Educational Development, 1255 23rd St., NW, Washington DC 20037 USA. Maria Cristina Rosales is the Director of the Centro Regional de Audiovisuales (CREA), a production center specializing in commercial and educational videos. Contact her at: Avenida las Americas 16-47, Zona 14, Guatemala City, Guatemala. tel: (502) 2 371545. fax: (502) 2 334469. A recent fieldnote by NCP offers more information on the production of training videos.

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"Comuniquémonos, Ya!": Strengthening Interpersonal Communication and Health through Video

Growth monitoring and promotion (GMP) is a significant component of development programs in many countries around the world. In theory, GMP gives health workers and caretakers the opportunity to periodically track children's growth and to discuss options for improving it. Research shows, however, that health workers and caretakers rarely take this opportunity to discuss the growth, nutritional status, or general health of the child (much less that of the mother). Without such communication, health promotion cannot happen.

"Comuniquémonos, Ya!," ("Let's Communicate!"), a training video on interpersonal communication for GMP programs in Latin America, was developed to respond to these missed opportunities. Designed as training material for village health workers, auxiliary nurses, and other field staff who monitor the growth of children in their communities, the video is accompanied by a step-by-step facilitator's guide to use with a current GMP program. The video focuses on the important (but often overlooked) power of communication between field staff and mothers by "modeling" or demonstrating good communication skills at work in a variety of group situations. By actually illustrating positive interpersonal communication, the viewers can com-

continued p. 14

Videos which model good and bad behaviors help health workers make decisions thatwork.

"Comuniquémonos, Ya!", cont'd from p.13

Video can bring training participants up close to situations and allow them to analyze cause and effect.

pare their own actions with others which may be more fruitful for health promotion.

Don't Jump in Before You Test the Water!

Before producing "Comuniquémonos, Ya!," the producers asked themselves central production questions: Who is the audience? Why is the training needed? and What are the objectives and advantages of using video? Using these guidelines, they were able to fine tune their script and visuals to meet specific needs.

The first objective was to facilitate the introduction of a communication component into existing GMP training sessions — with a video in hand, incentives would be higher. The second objective was to provide field staff with a basis to discuss how they currently communicate with mothers about their children's growth — video can capture a realistic encounter between health worker and mother to spark discussion. The third objective was to model six key actions that field staff can use to improve communication with mothers — with video, one can demonstrate concrete actions for field staff to imitate. The fourth and final objective was to illustrate better communication techniques in different types of GMP encounters — a video is flexible enough to include different settings, such as clinic and home, as well as typical situations trainees encounter, such as breastfeeding infants, children with diarrhea, and children's growth.

Background research within GMP programs in several Latin American countries formed the backbone for the script. Informal role plays helped pretest key concepts. For further pretesting, a complete, draft script was transformed into an "animatic" — a mock-up of the video made of slides, drawings, and/or archival footage. The animatic was presented in focus groups in five Latin American countries. Finally, specialists working in the fields of communication, anthropology, education, and nutrition provided input into the script at key stages. Based on all these findings, the script was revised and plans were made to film in Bolivia and Guatemala.

Modeling Interpersonal Communication

The video is designed to involve the training participants. They actively compare two scenes: one in which a health worker communicates poorly with a mother in a GMP session; the other in which the same worker uses good communication skills. These interactions are bridged by a series of scenes in which health workers illustrate six communication skills: creating a warm environment, asking questions, sharing results, listening, observing, and doing demonstrations. An off-screen narrator invites viewers to reflect on the advantages of these different skills and asks direct questions of the viewers to guide in-depth discussion. The final video is accompanied by a facilitator's guide which outlines a complete workshop in which participatory activities complement the concepts and skills presented in the video.

Positive reaction to the video cut across country lines (including Guatemala, Honduras, Bolivia, and Ecuador) as well as professional lines (from community health promoters to physicians). Trainers who have used the video without the guide report that it has sparked much-needed debate on the role of communication in GMP activities. Still other trainers have selected or adapted sections from the facilitator's guide. This personalization enriches the training because it gives participants a chance to practice communication behaviors and to discuss ways to incorporate them into their daily work. ■

"Comuniquémonos, Ya!" was produced by the Nutrition Communication Project (NCP), a project of the Agency for International Development, Office of Nutrition, with UNICEF. El Centro Regional de Audiovisuales was contracted to technically oversee all stages of the production. The video and guide were developed with several Latin American organizations and CARE/Latin America . To order, contact local UNICEF, USAID, or INCAP offices in Latin America and the Caribbean, PROCOSI in Bolivia. If unavailable locally, contact: NCP, Academy for Educational Development, 1255 23rd St., NW, Washington DC 20037 USA. Specify VHS, Betamax, PAL or NTSC format. Free in Latin America. US $10 for others.

Beyond Fear:
AIDS Prevention From A Different Angle

by Marc Ostfield

A South American campaign shows silhouettes of human bodies with bulls-eyes over the genitals accompanied by the phrase, "AIDS is gonna get you!"

A billboard in Asia shows a young couple walking hand in hand down a street lined with skulls. The message, "AIDS: The Devil Of Death" is emblazoned in big, red letters.

An African poster depicts a body slowly turning into a skeleton. The text reads: "AIDS: The Ultimate Disappearing Act".

An Australian television campaign shows the "Grim Reaper" (death) rolling a bowling ball at a collection of frightened human bowling pins. In the first roll attempt, the Reaper hits nine of the ten people who fall off a cliff. The only remaining "pin" is a little girl holding her doll, waiting to be hit by the second ball.

What do these campaigns have in common? They rely on fear.

Although AIDS prevention campaigns around the world provide some of the most powerful imagery, the threatening pictures of skeletal corpses, dripping blood, and poisonous snakes are not persuading people to make long-term changes in their behavior. Although often the foundation of early AIDS, drug and alcohol prevention programs, fear and intimidation campaigns have met with little more than shock effect. To make matters worse, the fear-based approach may actually be an impediment to changing the behaviors necessary to slow the spread of HIV. Communication programs stressing prevention can persuade target audiences to adopt healthy ways of living over the long-term, but only if the messages shift from scare tactics to more coordinated, positive, and sophisticated communication techniques offering alternative behaviors and hope.

Shocking Evidence

Fear-based messages are prevalent in AIDS prevention programs for specific reasons: some behavior change models have suggested that among other factors, the perceived seriousness of negative consequences persuades people to avoid certain behaviors. Thus, the scare campaigns attempt to shock people to attention by magnifying severe consequences. But several other studies have found that fear-based approaches may lead to more frequent high risk behaviors and a higher risk for HIV infection.

The truth? Fear as the total basis for communication may have more serious consequences than the simple waste of precious time, effort and resources. The tremendous amount of experimental research conducted over the last 30 years has yielded consistently contradictory results. In one study conducted in Australia and New Zealand, researchers found that the target audience that was exposed to the fear-based program actually decreased their practice of low-risk sexual behaviors by 47%. An extensive Harvard University study in the U.S. found that the national drug prevention campaign which used fear-based appeals did not lead to long-term behavior change. Instead, it has been suggested that the campaigns contributed to people ignoring or denying their messages. The overall conclusion? A limited amount of threat and fear may help raise initial awareness. But if the fear is overwhelming, it can actually dull individual sensitivity and feeling of control and impede efforts to change behaviors.

Fear also produces panic reactions. If people in a community are left feeling threatened and terrorized by the impact of AIDS, rather than making personal behavioral changes to reduce their own risk, people may opt to try and eliminate the "risky" people from their community. The result can be counterproductive measures

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If the fear is overwhelming, it can actually dull individual sensitivity and feelings of control and impede efforts to change behaviors.

such as quarantine or mandatory testing, which are usually extraordinarily expensive and do not teach positive behavior. In addition, negative attitudes toward people with HIV deter the public at risk from understanding and supporting behavior change and appropriate health care and counseling. And if everyone is afraid, those at risk may not seek their own support or services due to fear of being stigmatized.

Because fear-arousing approaches have so many limitations in their use, it is important for AIDS prevention programmers to envision health communication as the promotion of alternative and beneficial behaviors rather than merely the removal of unhealthy behaviors. This approach requires program planners to look for new strategies to change behaviors — strategies that do not rely on shock and fear about the severity of AIDS.

Is fear ever an appropriate strategy?

Even though it appears that fear-based programs are counterproductive as sole communication methods, there may be times when fear may be an effective entry into other behavior change methods. Looking beyond fear, AIDS prevention programs should take care to ensure that:

- Fear messages control the level of fear that is evoked. The level should be high enough to inspire people to take action, but not so high that they are paralyzed with fear, panicked, or in a state of denial about their own risk.
- Programs provide specific, concrete steps people can take to reduce risks of HIV transmission. People need to believe that the recommended behavior changes will help. They need a range of feasible behavioral options to consider. But telling people that unsafe sex will kill will evoke fear. Telling these same people that their risk will be reduced if they decrease their number of partners or use condoms may instead provide a way for people to make healthy changes.
- Campaigns draw attention to the positive results of adopting healthy behavior. People who know that they should use condoms may be hesitant because they have heard that condoms reduce pleasure or are culturally unacceptable. Using strategies to make appropriate behaviors acceptable and even desirable will facilitate change.

Strategies that work

In order to change behavior, program planners have several communication strategies at hand which do not rely on fear.

First, program planners need to base their educational campaigns in solid audience research. This means identifying a specific target audience (known on the advertising world as "market segmentation") based on well-defined geographic, demographic, psychological, and other relevant characteristics. Once the audiences have been identified, campaign planners need to involve them in the design phases of the program through extensive pre-testing using focus groups and in-depth interviews. This audience research, often not part of the process in many campaigns, will help planners identify those issues of greatest importance to the target audience and develop communication programs that address those issues. For example, the educational program for the Ghana Armed Forces involved the target audience in the design phases. As a result, one campaign poster responds to the soldiers' real concerns about social approval and support for men suggesting condom use.

Second, program planners can promote positive messages through peer education. By including key leaders within the designated target group, behavior change messages have more influence. Peer education has worked well with prostitutes in the Philippines.

Third, innovation helps. One of the earliest Brazilian campaigns chose to avoid fear messages by selling love and solidarity. In a daring communication move, the Brazilian AIDS Control Program implemented a campaign with a slogan that "Love Doesn't Kill".

Fourth, program planners can link desirable behaviors with popular and socially accepted "lifestyles". This approach is widely recognized in U.S. commercial advertising: soft drink and beer ads do not try to sell their products by trying to tell people that the beverages will prevent the dire consequences of dehydration; they sell a "lifestyle". In a Mexico study, traditional AIDS, family planning and health messages did little to convince individuals at high risk to use condoms. Yet, when condoms

were associated with social acceptance and desirable lifestyles, positive responses to the messages increased. In the study, messages and materials patterned on U.S. soft drink advertising proved the most promising in gaining consumer interest, acceptance, and use.

In another example, program planners from the Planned Parenthood Association in the Eastern Caribbean nation of Dominica worked to redesign how condoms were displayed, distributed, and sold. Promotional materials were created to support the new "lifestyle" approach. Posters, developed in conjunction with the Caribbean Family Planning Affiliation, were displayed in corner shops and neighborhood bars in every city and village in Dominica and showed people at the beach relaxing at the end of the day. Medical or health themes were avoided. Instead, condoms were shown in familiar situations such as at the beach.

The condom promotion campaign was initiated in November, 1990. Data from more than half the outlets show an extraordinary 83% increase in condom sales since campaign implementation. In some shops, the increase in sales has exceeded 300%. In addition, the campaign has been able to expand into 15% more outlets throughout the country.

Initiated as a marketing exercise, the Dominica AIDS prevention campaign has helped break down barriers to open discussions about condoms and AIDS throughout the country. Eighteen months ago, the Dominica Planned Parenthood Association was nearly closed for mentioning the word "condom" on a radio talk show. Today, local stations are broadcasting information and promotional spots about condoms nationwide. In fact, response to the campaign has been so positive that the Ministry of Health has requested that promotional display materials be distributed to all government health clinics. Rather than approaching the issue of condom use by trying to instill and sustain fear about AIDS, Dominica went beyond fear by promoting a healthy lifestyle and offering positive behavior alternatives. The challenge remains for all AIDS prevention programs around the world: to go beyond fear in seeking to change behaviors, and therefore, make a significant long term difference in slowing the spread of AIDS. ■

Marc Ostfield is the Chief of the Behavior Change Communication Program of Family Health International's (FHI) AIDS Control and Prevention Project. For more information, contact: FHI, Colonial Place, Suite 710, 2101 Wilson Blvd. Arlington, VA 22201. tel: (703) 516-9779. fax: (703) 516-9781.

AIDS Prevention Without Fear: Peer Education for Commercial Sex Workers

The Philippines has a large number of commercial sex workers, or prostitutes, at high risk for HIV infection. They operate in many cities throughout the country with large concentrations in major cities and around military bases. In Olongapo and Angeles cities on the island of Luzon there are approximately 9000 licensed sex workers. The typical sex worker is 24 years old, single, with close to 8 years of education and earns about 500 pesos (US$18.50) a week.

In 1988, the Olongapo City Health Offices became interested in communication projects to combat the risk of HIV. A survey conducted among sex workers found that while awareness and concern of AIDS was high, 43% rarely or never used a condom.

In July 1989, a community based health education project was launched to prevent the spread of AIDS with the support of both the Olongapo and Angeles City mayors. The program was designed to use the peer influence to educate the sex workers within bars and discos. While selected sex workers became peer educators, posters with AIDS awareness and condom use messages were placed in the area and condoms were made available in the bars.

AIDS
DOESN'T BOTHER ME
I know a safe trick and I always carry it with me.
TRY NOW AND FEEL SAFE
FOR MORE INFORMATION CALL UP 222-4000

The posters did not rely on fear. They did not try to shame the sex workers or ostracize them. Instead, they relied on learning how to reduce high risk behavior and prevent infection through the trust and camaraderie of the sex workers peer group.

The sex workers were not the only ones who benefited from this project. Those who frequented the bars and paid for their services also benefited.

This project was implemented by Family Health International with the support of the Olongapo and Angeles City Health Offices, The Philippines.

The Rural Market: A Unique Communication Medium

By Peter Spain

Nobody knows exactly how many small villages there are in Mexico, but there are tens of thousands of settlements with fewer than 500 inhabitants scattered throughout the country. For the Health Secretary, trying to provide health services broadly and equitably to these many tiny communities offers unique challenges. People in villages are at particularly high risk for disease due to their isolation, their lack of education, their limited diets, their lack of access to services, and often their lack of Spanish fluency. And for women and the children they care for, all these disadvantages are compounded. The Health Secretary, responsible for the world's largest city as well as these thousands of small towns, has to seek creative solutions to meet the needs of these scattered rural peoples.

Readu to begin the introduction in the market in Vera Cruz.

In January of 1990, when the Mexican Health Secretary asked the Technologies for Primary Health Care project (PRITECH), to help access rural areas, PRITECH had been working with the Mexican diarrhea disease control program for several years. Their initial plan consisted of a 'train the trainer' approach where Ministry of Health staff obtained the first round of training and they trained others. Eventually, the information spread. While this strategy was effective, for the most remote peoples it proved to be constrained by the same elements that make them high-risk in the first place. The effects of the training became diluted as the information reached beyond the main towns. PRITECH had to come up with a fresh strategy — a true rural communication strategy.

PRITECH enlisted a local consulting group, the CICLOPE group. CICLOPE had done research with rural indigenous people on their diarrhea treatment practices and had developed training strategies to work with them. With this unique track record, CICLOPE had already won the respect and favor of rural communities.

For this first effort, CICLOPE focused on two states for eight months, Hidalgo and Vera Cruz. The approach involved the fresh use of familiar media such as radio, comic books, and face-to-face training of health workers, or auxiliaries, alongside presentations at regional markets.

The CICLOPE team first trained rural health auxiliaries in proper diarrhea management, and then followed them up in their own communities offering supervision and guidance for their encounters with village women. In teaching them about correct diarrhea case management, CICLOPE employed a clever teaching tool — a gourd with a face painted to resemble a baby. Each gourd had holes and other adjustments made to illustrate the process and effects of diarrheal dehydration. Mothers were encouraged to understand their own situation better and to adapt new information to it. In this way, CICLOPE moved away from a top-down teaching approach to one that recognized the abilities of the learner and the active role of the learner in her/his own education. In contrast to most Mexican classrooms, CICLOPE's participatory training style put the learners and teachers into active roles through games and exercises.

On the market days, the keystone of the project, the communication came to life. CICLOPE could not go personally to all women in their villages. But market days drew these hard-to-reach women together like a magnet every week. Markets became unique, personal media.

After their training, the auxiliaries took part in the market-day events which were announced ahead of time on radio to alert

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The market's attractions do not only reach women.

the region. Throughout the month of market-day events, the local radio featured dramas about diarrhea management. Produced in dramatic fashion by professionals using an entertaining "poetic" format, they reinforced the messages of the market-day program.

At each market event, the level of energy projected by CICLOPE staff and the retrained health workers had to compete with the bustle of the market's other attractions. Wedged beside produce vendors and competing with tapes of ranchero music, CICLOPE unfurled their banners and hawked their own "wares" with a popular Mexican bingo-like lottery game. Complete with prizes to winners and participants, the game attracted people to the booth and held them with education and entertainment. It worked: rural people, especially women, came and stayed, won prizes, and went away happy — and, evaluation showed, a bit more informed about caring for their children with diarrhea.

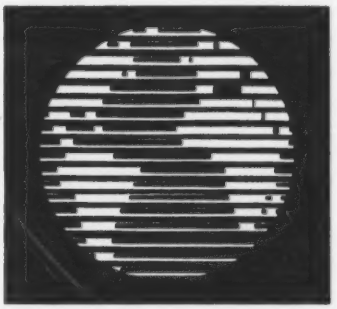
The education: a short flip-chart presentation about a dramatic case of diarrhea in which a little boy is rescued from dehydration and possible death by a mother's proper use of oral rehydration therapy (ORT). The entertainment: a lottery game, the answers to which came from the flip-chart presentation. Entertainment reinforced education, and information about ORT was repeated to participants in the game and to the many spectators who crowded around throughout the day — including, eventually, some produce vendors and tape salesmen.

To evaluate the program, interviews were done across all markets with lottery participants and with people who had not taken part in the lottery. The result is not surprising. The experience of the CICLOPE booth provides major learning gains for participants. While labor intensive, this approach is showing that it can reach rural indigenous women critical to the health of their high-risk children and for whom market day is their regular contact with the outside world. ■

The PRITECH project is implemented by a consortium led by Management Sciences for Health. Peter Spain is a Senior Program Officer at the Academy for Educational Development (AED), a consortium member. For more information, contact: PRITECH, 1925 North Lynn St., Suite 400, Arlington, VA 22209 USA. tel: (703) 516-2555, fax: (703) 525-5070.

INFOTERRA/USA: ENVIRONMENTAL RESOURCE

INFOTERRA/USA, a new resource and referral service, provides free information about international environmental organizations and experts, materials, research centers and databases. As a part of the United Nations Environment Programme's information exchange and referral service, INFOTERRA/USA responds to requests for substantive scientific and technical information on any environmental topic and acts as a link to governments, scientists, international organizations, academia, industry and concerned citizens worldwide. The INFOTERRA network is comprised of 140 participating nations each with National Focal Points; Regional Service Centres, Special Sectoral Sources, and Programme Activity Centres. Requestors can also drop in and use the clearinghouse. For more information about INFOTERRA or to make a request, contact: INFOTERRA/USA, US Environmental Protection Agency, Rm. 2904; PM-211A, 401 M St., SW, Washington DC 20460, USA. tel: (202) 260-5917, fax: (202) 260-3923, telex: 892758. All services are free.



Mass Media and Behavior Change: Hand in Hand

Evidence from evaluations conducted by Johns Hopkins University/Population Communication Services over the last decade conclude that mass media are more effective as a behavior change technique than previously thought. Health and family planning information aired through radio, television, and print materials has increased the sales of condoms, visits to clinics, calls to hotlines, and the overall demand for contraceptives sometimes by over 100%. The evidence speaks for itself.

Mass Media Intervention	Indications of Behavior Change
Pakistan. 1991, Multi-media campaign featuring Aahat, a six part drama for television promoting health and family planning (6 weeks)	8% surveyed said they visited a clinic after seeing Aahat; 36% said they would limit family size; 5% said they did something to improve husband-wife communication; and 44% said they intended to improve spouse communication
Brazil, 1988-90, Multi-media campaign to promote vasectomy in 3 Brazilian cities, featuring humorous TV spots (6 months)	**58% of new clinic visitors in one city cited TV as source of referral; 81% increase in vasectomies performed in one clinic.**
The Philippines, 1988-89, Mass media campaign in Cebu Province promoting health and family planning and clinic sites, (1 year)	188% increase in new family planning acceptors at city clinics; 54% increase in new acceptors at private clinics
Zimbabwe, 1988-89, Multi-media campaign to motivate men to use family planning featuring radio soap opera for men, (1 year)	**14% of men aged 18-55 reported visiting clinic or community based distributor site; 7% reported they began to use family planning; 81% of men changed attitude about men participating in family planning; 55% talked to partner about family planning**
Indonesia, 1987-88, Multi-media campaign to promote private sector family planning services featuring TV and print media (6 months)	32% of private doctors surveyed reported a 28% increase in family planning visits; 32% of private midwives surveyed reported a 36% increase in family planning visits
Turkey, 1987-89, Multi-media campaign to promote health and family planning featuring enter-educate TV and radio dramas (3 months)	**6% increase in clinic visits by married women; 4% increase in use of modern methods; 6% increase in new IUD users; 63% discussed campaign with spouse; 20% intended to visit clinic**
The Philippines, 1987-89, Multi-media music campaign featuring two popular songs and videos, TV/radio spots, and hotline referral services	25% sought contraceptive information; 12% of target audience surveyed tried to call hotline in first 6 months; 63% intended to call
Nigeria, Oyo State,1987, TV promotion of family planning and clinic sites featuring family planning themes integrated into 2 existing TV programs (6 months)	**24% monthly average of new clinic visitors in 12 clinics named the TV programs as source of referral; 54% discussed program with family and friends**
Nigeria. Anambra **State**, 1986-87, TV promotion of family planning and clinic sites featuring 43 drama episodes integrated into popular TV show (14 months)	55% monthly average of new clinic visitors named TV program as source of referral during first 6 months of campaign in one Oyo State clinic; 61% in recall-survey wanted more family planning information
Bolivia, 1984-87, Multi-media campaign to promote health and family planning featuring 8 radio spots in 3 languages and 8 cities, plus print and tapes for buses	**Family planning acceptors at clinics increased 71% during campaign period; 99% surveyed said they intended to visit clinic as result of hearing spots**
Mexico and Latin America, 1985-86, Multi-media popular music campaign to promote sexual responsibility among young people featuring two songs and videos with TV, radio, print materials (6-9 months)	800% increase in number of letters written to adult counseling center from 50 letters per month to 450 per month at campaign peak; 50% of target audience surveyed talked to female friends about songs; 32% to male friends
Nigeria, Kwara State, 1984-87, Multi-media campaign to promote health and family planning featuring 4 radio spots aired 169 times and 5 TV spots aired 110 times	**500% increase in new acceptors per quarter (from 258 in 1984 to 1526 in 1987) in the 7 clinics that were in place before campaign began**
Honduras. 1984-86, Mass media campaign to promote family planning featuring radio promotion of community based distributors (5 months)	11% increase in community based distributors clients between 3000 and 4000 new users
Colombia, 1988-89, Condom Promotion Campaign (6 months)	**74% increase in sales of condoms**

For additional background information on any of these projects, contact: Population Communication Services, the Johns Hopkins Center for Communication Programs, 527 St. Paul Place, Baltimore, MD 21202 USA tel: (410) 659-6300, fax: (410) 659-6266.

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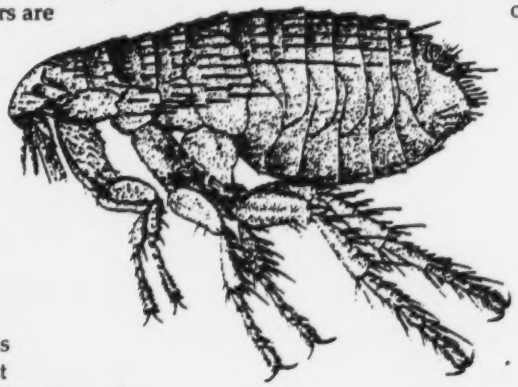
Safeguarding Health through the Practical Use of Knowledge

by Gilles Forget

Tricari and La Chaves are two young rural communities in the District of Rio Frio on the Atlantic coastal plain of Costa Rica. The standard of living in this region is low. People lack many basic services including electricity, public transportation, potable water, and sanitation. Visits by health workers and doctors are irregular.



In 1988, a Costa Rican nongovernmental organization (NGO), Fundatec (based at the Instituto Tecnologico de Costa Rica), began to study the process of using of low-cost handpumps from Asia through a project entitled "Participatory Strategies in Water Supply" supported by Canada's International Development Research Centre (IDRC).

But the project did not begin as planned. The handpumps imported from Asia took over six months to arrive. During this time, the researchers regularly visited the communities keeping them informed of the whereabouts of the hardware and the expected arrival date. They became acquainted with the problems of the communities, their needs, and their expectations. The people of the communities were struck by the candid attitude of the "outsiders," their preoccupation for keeping them informed, their punctuality, and their commitment to keeping their word — a trait they had not previously seen in external experts.

This people-to-people interaction based on mutual respect and trust helped maintain the interest of the communities in the project. Researchers and communities became interested in learning from each other. Project activities became a learning process in which people were invited to help shape, change and criticize.

The fact that the project investigators took the time to understand community perceptions proved to be very helpful in overcoming the apathy of the communities to improve the hygienic conditions of water sources and latrines. From discussions about hygiene, the researchers realized that the community members had no understanding of the microscopic world. Any talk about improving hygiene practices was, therefore, meaningless.

To overcome this problem, the team organized a meeting with the community leaders and water committees. A flea with whiskers was drawn on a blackboard and a microscope was set up. The researchers then asked the puzzled audience if they had ever seen the whiskers of a flea and invited them to look.

A flea with whiskers was drawn on a blackboard and a microscope was set up

The people discovered things they never imagined. With the help of the researchers, community leaders organized a "health week" to talk to their communities about the role of hygiene and the transmission of disease. The microscope and the flea's whiskers were main features.

The aim of the "outside experts" was not to introduce technology, but to add their knowledge to that of the community and work jointly with the communities to solve immediate problems. From this people-to-people interaction and sharing of knowledge, a new form of consciousness emerged. People began to understand how the problems they were trying to solve were part of a larger picture. Today, self-help and self-organization are very much in the minds and actions of the communities of Rio Frio. ■

Gilles Forget is the Acting Director of General Health Sciences Division at IDRC. This article was adapted from Health and the Environment: A People Centred Research Strategy. *For more information, contact Gilles Forget at: IDRC, PO Box 8500, Ottawa, Canada K1G 3H9.*

What's New, What's Coming

Conferences

AMARC, a NGO serving the community radio movement, has changed its conference date to August 23-29, 1992 at the Oaxtepec Conference Center 100 kilometers outside of Mexico City. The theme, "All the Voices" explores the potential of community radio and giving a voice to people deprived of such rights. The cost is $500 to $800 and grants are available. For more information, contact AMARC, 3375 boul. St. Laurent, Suite 602, Montreal, Canada H2X 2T7, tel: (514) 849-7129.

The Third Conference on Mass Communication, Mass Media and Health Education will take place in Amsterdam, the Netherlands from May 24-26, 1993. For more information, contact: Marianne Smit, Dutch Health Education Centre, PO Box 5104, 3502 JC Utrecht, The Netherlands. fax: 31-30-9640-82.

Audio-Visuals

The Television Trust for the Environment (TVE), a non-profit organization which promotes environment and development issues through broadcast television, has various information services for communicators. *The Moving Pictures Bulletin* includes a database, a film catalogue with videos in languages from all over the world, and a training program to help broadcasters and film-makers from the South make their own films. For information about the English edition of the Bulletin, contact TVE, 46 Charlotte St., London WIP 1LX. tel (44 71) 637 4602; fax: (44 71) 580 7780. For the French edition, contact Les Cahiers du Futur, 5 Passage Montgallet, 75012 Paris, France. tel: (33 1) 46 28 45 90; fax: (33 1) 43 44 97 67. For the TVE Distribution and Training Centre, contact: Postbus 7, 3700 AA Zeist, the Netherlands. tel: (31 3404) 20499; fax: (31 3404) 22484. The Bulletin is free.

Electronic Mail

The Distance Education Online Symposium (DEOS) has introduced two new international electronic mail (E-Mail) services. DEOSNEWS is a weekly international electronic journal for distance education. Currently, it has over 600 subscribers from 28 countries and is distributed on many university computer systems. To submit articles, contact DEOS through this e-mail address: MFP101@PSUVM.PSU.EDU The second service, DEOS-L is a free international forum for distance education established to facilitate discussion of the issues presented in DEOSNEWS. To subscribe, post the following command: LISTSERVE@PSUVM.PSU.EDU. For general information, contact: Morten Flate Paulsen, The Pennsylvania State University, 403 South Allen Street, Suite 206, University Park, PA 16801-5202 USA.

Call for Papers

The International Vitamin A Consultative Group will hold its 15th IVACG Meeting entitled "Toward Comprehensive Programs to Reduce Vitamin A Deficiency" in Africa in February, 1993 IVACG is accepting abstracts from anyone interested in making a presentation. Contact Laurie Lindsay, IVACG Secretariat, The Nutrition Foundation, Inc., 1126 16th Street, NW, Washington DC 20036. tel: (202) 659-9024.

Manuscripts are being sought for Volume 18 of the ***International and Intercultural Communication Annual***. The theme is "Communication in Multinational Organizations". Manuscripts from African, Asian, European or Latin American organizations are particularly encouraged. Submission deadline is August 1, 1992. For guidelines, contact: Robert Shuyer, IIC, Dept. of Communication and Rhetorical Studies, Marquette University, Milwaukee, WI 53233, USA. tel: (414) 288-3029.

The National Council of Development Communication invites papers for presentations at its biannual seminar on "Traditional Knowledge and Its Communication Pattern" in December 1992. The theme areas are Agriculture, Environment and Maternal and Child Care Practices. The abstract should not exceed 300 words and should be sent to the Seminar Director no later than September 1. Two copies of the full paper may be submitted at the time of presentation. For details, contact: Dr. B.P. Sinha, Seminar Director, Division of Agricultural Extension, Indian Agricultural Extension, Indian Agricultural Research Institute, New Dehli 110 012, India.

PTC Research Prizes

The Pacific Telecommunications Council (PTC) recently decided to launch a series of research prizes to encourage scholarship in the area of telecommunications policy research. There are three research prizes for the best papers (original works of publishable length) in the following subject categories:

·international telecommunications policy and regulation;

·international telecommunications economics and finance;

·the impact of international telecommunications policies on the development of societies and cultures.

Winners will be asked to present their papers at the 15th PTC conference in January 1993. The prizes include a monetary award of US$ 2000 each. For information and application forms, contact James Savage, Assistant Director, PTC, 2454 South Beretania Street, Suite 302, Honolulu, Hawaii 96826-1596 USA. fax: (808) 944-4874.

Resources

Audiovisuals

Strategies for Hope. **Series of video programs, 15-20 minutes long, and booklets, 25-40 pages in length. Available in French, English.. Booklets free to NGOs based in sub-Saharan Africa; up to 50 booklets free to National AIDS Control Programs. Video prices vary, but a limited number can be requested free by NGOs in sub-Saharan Africa with a letter of explanation. TALC, PO Box 49, St. Albans, Hertfordshire, AL1 4AX United Kingdom.**

These materials cover the education and support of AIDS victims and their families and the prevention of the further spread of AIDS.. The videos and booklets use the case study approach to show the experiences of rural hospitals in Zambia, and The AIDS Support Organization (TASO), an eastern African NGO which leads support groups for people with AIDS in Uganda. Techniques used for counselling, care and information dissemination are described. Rather than simply looking at prevention and control, these materials focus on living positively with AIDS, and the role of African NGOs in AIDS prevention and control.

Breastfeeding: Protecting a Natural Resource. **15 minute training video and booklet available in English, Spanish and French. Both are free to family planning institutions in developing countries with proof of their institutional status. For others, US$20 for the video and $10 for the booklet. Institute for International Studies in Natural Family Planning, Georgetown University, 3800 Reservoir Road, NW, Pasquerilla Healthcare Center, Washington DC 20007, fax: (202) 687-6846.**

This video and booklet describe the health, reproduction, and economic benefits of breastfeeding for the mother, child and community in a thorough and easy to understand fashion. Obstacles in the promotion of communication campaigns on breastfeeding are given and guidelines to overcome them. An excellent set of materials for professionals and parents alike.

Books and Periodicals

Communication Processes: Alternative Channels and Strategies for Development Support, **edited by Kwame Boafo and Nancy George, African Council for Communication Education and The International Development Research Centre, P.O. Box/BP 8500, Ottawa, Canada K1G 3H9. tel: (613) 236-6163, fax: (613) 238-7230.**

This publication contains nine of seventeen papers given at a seminar on communication systems and resources as a significant input into the process of societal development. Theoretical as well as practical and conceptual arguments are articulated by individuals from a diversity of African countries and fields. Specific article topics include: participatory methods, popular theater for women as communicators, rural newspapers, and oral traditions and mother tongues as communication strategies.

Family Planning World. **Enterprise Communications, Inc., P.O. Box 7389, Marietta, GA 30065-9808. Available in English 6 times annually, FPW costs US$19 as part of an introductory offer. Regularly, the annual fee is $38. Length: 32 pages.**

An innovative bimonthly newsmagazine for family planning service providers has just made its debut. The newsmagazine not only explores new technology and research in both developed and developing countries, it also looks at diverse communication strategies, AIDS prevention and family planning models, social marketing, and funding opportunities — as well as other related topics.

The Journal of Health Administration Education. **Published quarterly by the Association of University Programs in Health Administration, 1991 North Fort Myer Drive, Suite 503, Arlington, VA 22209, USA. Subscription rates: individual, US$50 for 1 year, libraries in US, Canada, Mexico, US$55, other libraries, US$60.**

This international journal follows advances in the fields of health service management, the communication of innovative approaches to management development, and the review of new related books. The journal features articles from authors from around the world to analyze various facets of health administration including the economics, working with rural communities, and managerial communication strategies for specific health problems.

HEALTHCOM publications. **1255 23rd Street, NW, Washington D.C. 20037 USA, tel: (202) 862-1900. The USAID HEALTHCOM project has produced various documents, guides and audiovisuals about health and development communication. Most are under US$10 and are free to people in developing countries. Spanish, French, English, Bahasa Indonesian.**

New Clearinghouse Resource!

A new resource is now available from the Clearinghouse on Development Communication: An Information Package on AIDS Education and Communication. Cost is US$5 plus $1 shipping; free to readers in developing countries. The package contains a compilation of past articles on AIDS in the DCR, a list of periodicals, and other resources. See address for the Clearinghouse on p.2.

A Participatory Concept of Development and Communication

by Judi Aubel

A prevailing belief suggests that health communication consists primarily of diffusing carefully worded messages to target groups in order to trigger individual behavior change. But a growing minority of people view the aim of health communication quite differently. An alternative view suggests that the focus of health communication strategies should be on stimulating dialogue and analysis of health problems by both community members and health workers based on their respective experiences and priorities in order to define strategies for action at both the community and institutional levels.

Information Transfer or Convergence of Priorities?

"The set of behaviors that planners want the target audience to practice is defined by comparing what the audience currently does with the list of ideal behaviors determined by the technical experts".

One concept of health communication is called "information transfer". In this classic model, the "sender" transmits "messages" to the target "audience". But the information transfer model has been increasingly criticized for being unidirectional and top-down. Some say it assumes information can be injected like a hypodermic needle injects vaccine.

One critic, researcher Lawrence Kincaid, proposes the "convergence model" of communication. In this model, terms which suggest a hierarchal relationship between health worker and the community members (sender and audience) are discarded and replaced with language which promotes participation at a decision making level. Rather than using feedback only at the point of evaluation, participants share information throughout the process to gradually increase their understanding of each other's knowledge and priorities and to identify mutually acceptable approaches. For example, a mutual priority may be for mothers to combat bouts of diarrhea in their children. Through discussions, it may be possible to develop a recommendation acceptable to both mothers and health workers such as a combination of traditional home fluids and oral rehydration therapy.

Individual Behavior Change

Communication strategies which focus only on individual behavior and information transfer are constrained because: changes in individual knowledge and attitudes often do not lead to changes in behavior; cultural or economic factors may make it impossible for individuals to change their behavior; "target audience" suggests passivity and a top-down philosophy of development where experts define solutions and persuade communities to accept them.

A collaborative approach differs in four fundamental ways:

- the priority is on changing community norms rather than individual behavior
- the aim is not solely to diffuse information, but to create mutually acceptable health practices
- it work through indigenous communicators
- it aim to strengthen health skills in two-way communication.

Empowering Community Actors

All communities have indigenous systems of social organization and communication. Strengthening the ability of indigenous communicators to analyze community problems and to mobilize others to help solve them can promote sustainable changes in health strategies. The emphasis is less on providing information and more on reinforcing processes of problem solving and community organizing.

Research in the fields of communication and social change increasingly point to the influence which group norms have on individual behavior. And identifying and working through social networks at the community or workplace levels are not untried ideas. In India and Bangladesh, women network leaders educated other women on child nutrition practices. In The Gambia, Muslim leaders, Imams, promoted child health and family planning, and in Kenya, gas station attendants distributed and explained condom use to truck drivers within their network. The list goes on...

Communication Materials

Facts about health information may be consistent across communication strategies, but participation in development promotes ownership of the product and its cultural significance. In Senegal, leprosy clients developed comicstrips. In Malawi, women's groups developed nutrition songs and accompanying dances. In Ecuador, representatives of rural communities helped produce radio and print materials on water and sanitation topics in communication workshops. These are just a few examples.

Research in cognitive psychology shows that the motivation to learn increases when educational content relates to personal beliefs and experience. Facilitated structured learning activities which employ open-ended stories, socio-dramas or pictures which depict typical health-related situations can inspire group analysis of health problems and problem solving.

Examples are endless: open ended theater on family planning and child health in Tanzania and Burkino Faso, group games on child health topics in Tunisia, and coloring books with Peruvian women who colored in "their lives" while discussing their problems and options. In all cases, the conclusions are sought with participants.

An Alternative Vision of Development

Health institutions must develop horizontal partnerships with communities. Health personnel accustomed to the role of "message sender" should become facilitators. Health workers must become skilled at involving communities in analyzing community health problems as well as in program planning, implementation and evaluation.

Program planners are faced with clear alternatives. Their first task is to define the concept of communication on which program activities are to be built. Should health communication consist primarily of diffusing solutions? Or should it consist of involving community and institutional partners in analyzing problems and priorities and defining mutually acceptable and sustainable strategies for improving community health? ■

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Development Communication Report

To Our Readers:

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In September 1990, the World Summit for Children, organized by UNICEF, challenged nations to explore new opportunities which would better the lives and futures of our children. Of four goals under basic education, one called for the expansion of early childhood development activities, and another, for the increased use of development communication strategies. This issue of the *DCR* focuses on what we have learned about **early childhood development and development communication** and how to meet the needs of young children during those important and formative years.

— The Editor

Aga Khan

Inside this Issue ...

What's New.

Learning and the Young Child: Communicating the Challenges of the 1990s

by Cyril Dalais

Learning begins at birth—maybe earlier. There is little doubt today that the developmentally appropriate care children receive while they are young has a remarkable impact on their learning capacities, personalities and social interactions well into adulthood. The first two years of life involve such rapid growth and significant change that by the age of two, most of the growth of the human brain is complete. By the age of six, a child's brain has grown to 90% of its adult weight. Clearly, the experiences and health during these early years are essential for both the lifelong perceptions of the world and the development of critical brain structures that

continued on p.2

Communication and Community Development: Early Child Development Programs

by Fred Wood and Amy Jo Reinhold

"Without the empowerment of the community—without the involvement of patterns of self-help, self-reliance and self-activation: without the development of human resources in and of the community; without the fostering and support of local initiatives; indeed, without the community's assumption of responsibility and control [illegible] its own affairs and functioning—without all these, the success of the most well-meaning early childhood program will be partial, at best." Ruth and Yehuda Paz, 1988.

Experience in many countries reveals that the most effective method of achieving program acceptance, success and sustainability in early childhood development programs is to build upon the community. By communicating program aims, objectives and methods to community-based groups organized around particular aspects of early childhood development (ECD), such as literacy, parent

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Development Communication Report

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Learning, cont'd from page 1

fuels further behavioral changes and increases the child's abilities to learn.

A child's development is greatly enhanced if parents and other members of the family are actively involved. With love and attention, good nutrition and health care, and opportunities to play, explore, imitate, learn and feel loved, the child's mind and body will grow. In fact, research findings clearly indicate that early psychological and social development have a direct and measurable impact on the health, nutritional status and abilities of the child. Physically and mentally, socially and emotionally, the child's early years are critical to his or her development.

Learning in Jeopardy

Unfortunately, families cannot keep up with child care needs. Urbanization, industrialization, migration, natural disasters and armed conflict are quickly changing our family structures. The model of a cohesive family in which a single male has sole economic responsibility and can provide for the wife and children was never the norm in many parts of the world. It is becoming less and less the reality.

Instead, the emerging trend in many countries in sub-Saharan Africa and Asia is that younger men are going to cities looking for work and leaving behind women with children and elderly on farms and rural villages. These women find themselves with heavier work loads and little time for nurturing and responding to their young children. Older siblings, especially girls, have to share the load, thus depriving themselves of an education while they look after their younger siblings.

And women have more economic opportunities. Combined with added responsibility, many familiar cultural practices and survival patterns developed by women over the years have been disrupted. With less time devoted to building strong foundations in children, the quality of parenting is changing and is likely to continue to change as the young child grows up deprived of adequate parental care.

The Mauritian Model:

Off the coast of South Africa, southeast of Madagascar, lies Mauritius, a small sugar producing country, where parents mobilized around a preschool project linked to a long term research program on "at-risk children." Over two decades, the project has yielded some interesting advances in child development, young child initial education programs for normal, at-risk and disabled children and a design and curriculum for communicating with adults about the needs and realities of child development.

In 1968, the World Health Organization Scientific Group on Neuropsychological and Behavioral Research in Psychiatry published a report which became the starting point of the Joint Child Health and Education Project (JCHEP). Mauritius was chosen as the best site to conduct interdisciplinary research due to its well-developed infrastructure, low cost, and its wide cultural diversity — the island is populated with descendants of Asian, African and European settlers.

The research involved screening 2000 three year old children and conducting a long-term study of their development. A sub-sample of 200 children were offered nursery school education and were observed. Later, as the children reached puberty, more observations and evaluations took place.

Community mobilization and communication strategies were used to bring people together. Project staff took great pains to inform the local authorities, explaining the Project and gathering input from the community through the local media and community meeting places. They met with religious and civic members to gain support and mobilize the community.

Advocacy and Social Mobilization

Advocacy and social mobilization were the most crucial components not only during the

Eddy Veerasamy / UNICEF

early days, but throughout the period of 1972-86 when JCHEP had its most significant contribution to early child development programs. While the Project staff used the media and local networks, the JCHEP gave birth to a series of sub-projects including preschool services and training, nutritional programs for young children, school readiness schemes, child protection and safety, early screening and intervention for children with special needs, and finally, drug awareness.

Pilot nursery schools were established, with support from DANIDA, and a select group of young Mauritian educators were given 1500 hours of in-service training — half of which was supervised work with children. All trainees were introduced to techniques of administration, classroom organization and social communication. They learned specific communication skills to organize parent groups, focus groups and fundraising activities and were taught how to communicate face-to-face with anxious parents while reviewing a child's progress or to pass information to communities through the use of puppets, festivals or fund raising fairs.

Then, after the training component was repeated twice, the Mauritius Institute of Education took over the supervision of training and parents took more responsibility. The original 200 parents organized parent support groups which not only became participatory, but became influential in persuading the Government of Mauritius to provide adequate services for their children. Under parental demands and guidance, local authorities agreed to extend some of the teaching methodologies their children had benefitted from to other children in the community.

As more centers were opened, Resource Information Centers were set up at primary schools to inform parents and the community about the importance of child-centered activities and the family. They provided a preschool advisory service to counsel and guide parents, teachers and the community, a toy library service, a reference library on preschool education, and a training center.

Conclusion: A Recipe for Success?

The JCHEP has had a remarkable impact on the Mauritian education system. The notion of the family as the primary social institution for nurturing the child was further reinforced — as was the need to reduce the overall burden on women and mothers so they could play a more active role in child care and education.

Today, preschool education is offered to a large proportion of the 94,000 children under five in Mauritius — ensuring that most children have access to adequate preparation prior to entering the formal education system at age 5. The training course has become a certified training course for preschool educators.

Looking back, the success of the JCHEP and spread of child development knowledge and programs in Mauritius can be attributed to number of factors.

- The child remained the focus.
- Information, training, focus groups and the media were used to spread information.
- Parents were considered the first and best educators of their children. They bore the primary responsibility for their child's needs, moral direction and guidance.
- The project respected the cultural diversity of the Mauritian population while ensuring that each child had an equal opportunity to enter the economic mainstream. All the families participated in fairs, rallies, and cultural festivals.
- The emphasis was on the prevention of problems rather than on the resolution of problems.
- Continuous monitoring and evaluation ensured that children and parents alike were kept the main beneficiaries.

JCHEP grew into programs the communities understood and jointly wanted because Project staff facilitated a constant flow of information between projects, parents, families and communities. With this information and understanding, the community mobilized behind a cause in which they believed. ■

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Eddy Veerasamy / UNICEF

This preschool educator uses puppets to communicate with young children.

Communication, cont'd from page 1

education, and early childhood activities, people already involved in the community's welfare often become motivated to initiate larger programs. ECD interventions throughout the world have concluded that parental input, participation and investment — community involvement — are the key elements to long-term ECD program success.

These conclusions are grounded in experience. Typically, as parents focus on their children's developmental needs, community motivation and initiative increases. For example, many literacy programs in Africa and Asia (Stromquist, 1992) have concluded that a shared agenda is essential to programs with adult learners. The care of young children — an area universally regarded as important — is probably the single most significant resource for consolidating and disseminating change. Thus, mobilizing parents around child development issues serves as a spring board for organizing a community's efforts and strengths for more general advancement.

Communication in and between communities rests on understanding and tapping the traditional networks that keep communities together

Community Initiative

ECD has also become a classic area for community initiative because governments in developing countries can seldom meet the costs of early childhood programs alone. The rapid growth of various forms of services is frequently the result of a combination of efforts and resources between government and organized community groups. For example:

1. The Colombian national program of "hogares comunitarios" calls upon community women to devote a portion of their home to organized child care for minimal material reward. Parents pay a small charge;
2. The Indian Child Development Service subsidizes the payment of organizers; and
3. Kenyan parents construct basic preschool facilities, provide school lunches and subsidize a "teacher."

In such cases, the government plays a subordinate, supportive role, while the burden of program delivery and maintenance is carried by the community partners. The crucial features include:

- ✓ the relatively low cost,
- ✓ the often complex systems of cost-sharing,
- ✓ the links to capacity-building and employment generation among adults, and
- ✓ the accent on helping people develop a stronger voice in their own society.

The central element of the process — communication in and between communities — rests on understanding and tapping the traditional networks that keep the communities together. The community-based approach to ECD which has been successful in the developing world in recent years relies not upon the word of alien specialists, but on the organizing and understanding of local people who have learned to define their priorities and responses and communicate them among themselves.

Program Characteristics

Achieving an acceptable level of basic services involves training community people as effective early childcare workers and motivating community groups to organize themselves. These programs share several characteristics:

- ◆ children and adult learn side by side;
- ◆ adult learning ranges from women's literacy, to health, organizational issues or small-scale economic development;
- ◆ the intimacy with the community implies a strong cultural component, emphasizing mother tongue language learning, indigenous child-rearing practices and local working models;
- ◆ physical structures are minimal or non-existent—where they do exist, they are a direct contribution of the community and carry no long-term maintenance costs—where they do not exist, programs operate either in homes or in the context of women's groups;
- ◆ programs operate across generations and

across sectors;

- capacity-building for the adults is a central focus — the assumption being that as capacity develops, it will transfer to other spheres of community life.

Colombia: Community Development

In the remote coastal villages of the Choco region of Colombia, an organization called Promesa operates to strengthen the ability of families to attend to the needs of their children. In a classic case of community penetration through early childhood development activities, Promesa moved quickly into additional community projects.

The program began by working with mothers on designing their preschool children's educational games and activities. Mothers who traditionally had been convinced that there was little they could do to alter their child's environment found a new sense of personal competence and achievement.

With the initial experience of success, the process gained strength. The mothers became active agents of their children's education and eventually added an income generating activity to their agenda.

Promesa, through its planned group involvement and information sharing, moved relatively quickly into leadership development and replaced external organizers with leaders from the women's groups. With the added momentum and organization, they began to confront other priority needs in the villages, especially in environmental health and malaria control.

A 1990 study outlined the following accomplishments of the Promesa program:

- Participants' pride, self-confidence and ability to solve problems related to the healthy development of their children increased. As a result, people were better able to organize themselves in solving family and community problems;
- Groups learned to make effective use of the physical, human and institutional resources from their environments;
- Communities started relating productively to the broader socio-political context, both regionally and nationally;
- The perceived value of existing educational opportunities for their children and themselves increased. They began to mobilize resources to develop new educational opportunities;
- Participants' children remained in school and performed better;
- Participants learned to influence schools and, thus, better respond to the needs of their children;
- Participants were more self-reliant and efficient in attending to the physical and psychological needs of their children.

As time passed, the community began to plan for the future. A process was established where the mothers organized and researched ways to meet current needs. They recognized they had a voice and constructive contributions to make. As a result, they adjusted and expanded the original blueprint of Promesa to meet broader community priorities.

Ten Years of Erratic Growth: Some Conclusions

In very poor countries, successful programs remain scarce and are generally poorly evaluated. While there are various degrees of documentation on specific programs, there are also broad conclusions which can be drawn from a decade of loose experimentation:

- through communication, community women can be organized to provide basic early education services;
- the act of providing these services can mobilize women towards other development purposes;
- community-based early childhood activities can assist rural children over the cultural barrier of school;

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- a pattern of cost sharing is emerging, with most costs being carried by communities;
- governments and other technically qualified bodies can direct supportive services towards community-based ECD. (In general, the issue of how to provide resources to the informal education sector needs further exploration, however); and
- community development occurs through parental involvement in ECD activities.

There are several strong indications throughout the world that demonstrate the linkage between ECD and community development. The challenge now is to move this body of experience forward and harness community and government energies to meet the needs of the world's young children and the communities they live in. ■

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Programming for Child Development: complementary approaches and models

Program Approach	Participants/ Beneficiaries	Objectives	Models
Deliver a service	The Child ▮ 0-2 years	▮ Survival ▮ Comprehensive development	▮ Home day care ▮ Integrated child development centers
	▮ 3-6 years	▮ Socialization	▮ "Add-on" centers
	▮ 0-6 years	▮ Rehabilitation ▮ Improvement of care	▮ Workplace ▮ Preschools: formal/nonformal
Educate caregivers	▮ Parent, family ▮ Sibling(s) ▮ Public	▮ Create awareness ▮ Change attitudes ▮ Improve/change practices	▮ Home-visiting ▮ Parental education ▮ Child-to-Child programs ▮ Mass media
Promote Community development	Community ▮ Leaders ▮ Promoters ▮ Members	▮ Create awareness ▮ Mobilize for Action ▮ Change conditions	▮ Technical mobilization ▮ Social mobilization
Strengthen national resources, capabilities	Program personnel ▮ Professionals ▮ Para-professionals	▮ Create awareness ▮ Improve skill ▮ Increase material	▮ Training ▮ Experimental demonstration projects ▮ Strengthening infrastructure
Advocate child development programs	▮ Policymakers ▮ Public ▮ Professionals	▮ Create awareness ▮ Build political will ▮ Increase demand ▮ Change attitudes	▮ Social marketing ▮ Ethos creation ▮ Knowledge dissemination

Source: Children and Development in the 1990s: a UNICEF sourcebook on the occasion of the World Summit for Children, 29-30 September, 1990, United Nations, New York, page 164.

From Child to Child: Children as Communicators

by Richard Phinney and Judith Evans

The care of younger children by their older siblings is a common sight throughout the developing world. Millions of children are left on their own for much of the day while both parents work long hours to make ends meet.

In recent years, a new approach to health education called Child-to-Child has been trying to turn this harsh reality into an opportunity. The goal is to train young childminders to become communicators.

"We find that parents don't share information as much as children do", says Indu Capoor, Executive Director of the Centre for Health, Training, and Nutrition Awareness, which coordinates Child-to-Child programs in Gujarat, India.

"Child shares the message and awareness very quickly because they are always talking, playing and dancing."

If an older child is educated about important health messages, Child-to-Child advocates say, she (or he) will take better care of the younger child. She will also pass the message on to brothers and sisters, to parents, and to her neighbors. Many projects are aware of this pattern and work with children to reach out to the entire community, making it a healthier environment for all who live there.

An Active Learning Approach

When the Child-to-Child approach was formally given a name in 1979 by a group of health and education professionals, it was already in use in several countries. Its guiding principles of active, child-centered learning were challenging the passive, by-rote learning styles still present in many parts of the world. The Child-to-Child approach assumed that children only retain and communicate information effectively when they discover its meaning and importance themselves.

The strategy goes beyond health education. Many educators recognize Child-to-Child as a way of bringing active learning "through the back door" into schools that still use traditional methods.

But those expecting to be handed a "ready-to-serve" program will be disappointed. Advocates of Child-to-Child have tried to avoid pushing preconceived notions of *how* people should actually apply the concept. The assumption is that those living within a community and culture are best able to adapt the approach to local conditions.

Setting Up

The flexibility of Child-to-Child has been partly responsible for the movement's vitality and popularity. But it also makes it difficult for those wishing to introduce Child-to-Child to know what works and what doesn't. There have been few attempts to analyze what, in fact, can be accomplished through a Child-to-Child project. The Aga Khan Foundation (AKF) has made an attempt to fill this gap. Over a three-year period, it has supported, evaluated, and compared a cluster of seven very different Child-to-Child projects in India. The results of this unique experiment — now completed — may be useful to those interested in using the Child-to-Child approach in other countries. And a glimpse into the diversity of projects shows how personalized Child-to-Child can be.

The **Mobile Creche** organization runs 19 educational centers in Bombay for the children of migrant construction workers. The classrooms are improvised: a temporary shelter of sheetmetal and wood, or perhaps, a partially completed apartment. The center accepts children between the ages of one month and twelve years. Children normally attend for about six months before the family moves on to another construction site. Activity-based learning about hygiene, safe water, measles and other health issues is integrated into the teaching of other topics, such as literacy and numeracy.

The **New Delhi Municipal Corporation** school system provides a rather different setting in a lower-middle class suburb. While the facilities are better, teachers face the usual challenges of overcrowded classrooms, low salaries,

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Child-to-Child activities include hygiene and participation in lunch service.

Child to Child, cont'd from page 7

Many educators recognize Child-to-Child as a way of bringing active learning "through the back door"

and minimal supervision or encouragement. Through a range of action-oriented activities students practice simple rules of health, hygiene and nutrition.

The project represents the first attempt in India to implement the Child-to-Child approach in a large government-maintained system. Beginning in 32 schools in 1987, the project expanded to 108 by 1990.

The **Malvani project**, on the other hand, began as a health clinic in community of resettled slum-dwellers in Bombay, supported by a local medical college. From the beginning, the project placed emphasis on identifying primary school students who could act as "mini-doctors" to assist the health center in reaching out to the community. The children diagnose basic conditions such as scabies, mobilize the community for immunization campaigns, and undertake health surveys. The mini-doctors have also conducted hundreds of Oral Rehydration Therapy demonstrations.

The Aga Khan Education Service Boys and Girls Schools in Bombay cater to low and middle-income groups, and are partially maintained by the Government. During the course of the project, the Child-to-Child approach was used to cover three Grade 5 topics—diarrhea, fires and burns, and eye care.

Finally, the Foundation selected three Child-to-Child projects for primary school children in rural Rajistan and Gujarat. In each case, the local NGO was given training and technical support by the **Centre for Health and Nutrition Awareness**. Among the more popular techniques used in the projects were skits acted out by students for their parents.

Lessons for Implementors

Evaluations found that all of the projects achieved positive results in increasing health knowledge of both children and teachers. It is less certain, however, how much of this knowledge spread to parents and the community. The difficulty in measuring the "outreach" component of Child-to-Child stems from the fact that people have many potential sources of information. Knowledge of how to mix oral rehydration solution, for example, could have come from a health worker, a neighbor, a television program, and/or a child participating in a Child-to-Child project. The evaluations only measured the knowledge, not the source.

Nevertheless, a comparison of the evaluations reveals a number of practical lessons for those considering the Child-to-Child approach:

1. **Consider using schools for Child-to-Child projects.** The formal school system provides access to large numbers of children — a captive audience. They also allow others "to come in," whether in the form of visiting health workers, or experimental programs. Schools are highly valued and respected in the community. By comparison, outreach from health clinics to children can be costly, requiring an infrastructure that does not yet exist.

2. **Make teacher training a priority.** Often, too little attention and follow-up is provided with training. No matter how much teachers learn from a five-day training course, most will not be able to follow through on what they have learned unless they are provided with additional training sessions and/or regular meetings with others. If possible, more than one teacher at a school should be trained in the approach so they can share experiences. If the school has only one teacher (as is often the case in rural areas) then regular supervision and encouragement are required.

3. **Provide administrative support.** When the total organization is behind the effort, Child-to-Child is more easily accepted. Rather than leaving teachers on their own, the support of heads of schools/central administrators is a critical factor in getting programs off the ground.

4. **Make everyone feel involved.** All staff should feel involved in the decision making process. Those who are affected by the project in any way, whether or not they are directly involved with children, should be able to provide input from the time the project is initially presented.

5. **Don't underestimate the difficulty of changing teaching methods.** Teaching styles are not likely to become more child-centered simply because of the introduction of Child-to-Child. Teachers tend to teach in the way that they have been taught. If teachers have been expected to copy notes from the blackboard and memorize information that is not

linked with their own reality and experiences, then they are likely to try to pass on knowledge in the same way. To introduce the Child-to-Child approach most effectively, great emphasis must be placed on the development of appropriate pre- and in-service training for teachers.

6. Use locally-made teaching materials. While mass-produced Child-to-Child activity sheets are useful as models, it is more effective to have teachers create new activity sheets in training workshops. This is one of the best ways to teach teachers the purpose and their role in Child-to-Child, and to obtain their commitment to the approach.

7. Integrate Child-to-Child into the official curriculum. Teachers need to be convinced that Child-to-Child can help them to do their job better and more easily. If the topics covered are not part of the regular syllabus, this won't be the case. Using an active learning approach can take more time, and many teachers are under pressure to "complete the syllabus" no matter what the level of comprehension. Therefore, it is important to ensure that the Child-to-Child approach is fully and realistically incorporated into existing programs.

8. Make topics relevant. The more familiar children are with a disease, the more likely they are to learn and to practice better prevention and treatment. Similarly, the more often children are able to practice their knowledge, such as personal hygiene, the more likely they are to develop habits based on that knowledge. Discussions of the necessity of boiling water are likely to fall on deaf ears if there is little fuel, for example.

9. Use a recognized authority to back up the information children are passing on. Adults may be skeptical if children's messages are not reinforced from time to time by a respected "expert." In the Malvani project, the "mini-doctors" initially became discouraged when no one would listen to them. But after a health professional visited the community to confirm what the children were saying, the parents began believing the children. The "authority figure" can vary — in central Bombay, educational television programs play a similar role in reinforcing health messages spread by children. Skepticism seems to be less of a problem in rural areas, however — perhaps because children are more likely to be the first generation within the family to attend school.

A play about malaria enthralls village audiences in Gujarat, India.

10. Use incentives. Introducing Child-to-Child techniques requires commitment from the teachers and workers on the "front-line." Often simple recognition is enough. Other effective incentives include free health checkups, training certificates, prizes and honoraria for participation in training courses.

Since 1979, Child-to-Child is being formally practiced in over 70 countries and the numbers are growing. The approach is being used for projects from community health education to early child education and development. Using the minds and energies of the children to mobilize communities, spread important information and better educate themselves, the Child-to-Child approach is one answer to many difficult communication questions. ■

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Peasant Children Centers in Ecuador: Learning from Experience in Nonformal Education

by Enrique Tasiguano

Reaching marginalized peasant families through nonformal education is not a new concept in Ecuador. Since 1971, nonformal education techniques have reached out to children and adults who otherwise would be denied an education and the individual and community empowerment associated with it. Over the past two decades, a program in Ecuador has gone further — it has discovered the value of using nonformal education and communication techniques to promote the development of the whole child within a unique community design.

Huahuanapao Huasi

In 1978, the Marginal Rural Development Fund at the Central Bank of Ecuador created Huahuanapao Huasi, or the Peasant Children Centers (CICA), to care for Ecuador's young, marginalized rural children. CICA took careful notes from other programs both in early childhood development and in nonformal education in the region. Along the Peruvian-Bolivian border, for example, a series of projects focused on young urban children and the importance of early childhood programs. Combined with Ecuador's experience in nonformal education, CICA was prepared to weave an integrated system relying on innovative communication methods and knowledge of child development and community traditions.

Like other early childhood programs worldwide, CICA had the ability to serve both children and their communities. While CICA's programs focused on children between three and six years, they also organized workshops and information networks to involve the community in the process from an understanding of child development to the implementation and management of the center. A management structure was designed to promote ongoing interaction between colleagues, organizations, and communities. Training was provided at national, provincial and community levels which introduced new concepts such as child psychology, child nutrition and health, traditional information such as cultural ancestry, and combinations of new and old knowledge such as management capabilities, community organization, and the utilization of materials from the environment. Case studies were analyzed so that particular groups, such as parents or coordinators, could more easily understand other groups and other projects.

Communication and the Whole Child

CICA decided early on to be more than just a babysitting service or a place where children learn literacy and numeracy. Instead, it focused on the whole child and used games and interactive activities to encourage confidence, creativity and health. CICA's specific objectives were:

- to stimulate the child's psycho-motor development and sensitivity to the world;
- to support the child's creativity and problem solving in all areas through cultural and artistic expression; and
- to improve the child's diet and nutrition using the resources found in the community, and to influence the community as a whole.

Khalid Garrett

CICA divided work areas within the center to reflect emotional, intellectual, linguistic and physical growth. Activities were constructed which used the environment and taught indigenous knowledge as well as contemporary alternatives. For example, puppets, cards, posters and blocks created by the parents or children allowed children to practice or express new ideas. Art, drama, dance, games, and traditional means of communication helped children to explore their feelings and practice new skills.

Staffing and Cost

CICA's management, implementation systems and staff help the program provide an environment of security and care for children. Here, the personalities, interests, feelings and needs of the children are central. The staff is carefully chosen from within the community using criteria of sensitivity and ability to work with children. After participating in workshops, they use their natural skills with added expertise.

CICA uses three organizational levels to run the centers: a national work team, which performs technical tasks; a team of community coordinators; and a team of community promoters. Most are community members.

Currently, 92 CICAs exist in nine provinces and 4500 children are being served. Since it began, approximately 37,000 children have benefitted from this program.

But while the cost of each center is low and the demand for centers has grown across the country, economic austerity throughout Ecuador has made it impossible to keep up. Even though the programs have been widely accepted in the communities and the results of the management system and whole child philosophy have been highly successful, the centers, like the economy in Ecuador, are threatened.

Unfortunately, many decision makers still do not fully appreciate the importance of early childhood care and the lifetime difference it makes. With concentrated communication efforts, hopefully CICA will continue to grow and serve our marginalized rural children. ■

Enrique Tasiguano is the National Chief of CICA. He can be reached at Castilla 88-B, Quito, Ecuador. tel: 593 2 541 543; fax: 593 2 504 010.

Project Entry-Point: Communicating through Intersecting Needs

"Childhood is the initial stage of life as the foundation is the first design of a house. The house can be strongly built only if the foundation is laid strongly. We must make the early childhood days good."

— Radha, a mother from Utter Pari, Surkhet, Nepal

Throughout Nepal, the vast majority of people are subsistence level farmers. In the division of labor, the major workload falls upon women as they fulfill multiple roles. In addition to their contribution to the family farm and household maintenance, women also undertake "informal" economic activities such as small trade, marketing, crafts and shop-keeping.

As mothers, women play a critical role in their children's development. But they are limited by time and other social conditions that deprive them of food, services, resources and information. The children are left unstimulated and in poor health.

Planning child development programs in Nepal must take account of the increasing stress women are under to meet subsistence needs. It must have a strong orientation towards health, nutrition, sanitation and parental education. The challenges, in this case, are to develop effective programs which address both the intersecting needs of women and children, and to continually communicate the benefits to the community.

UNICEF/Kawanaka

The women learn developmentally appropriate activities through the pictorial guide.

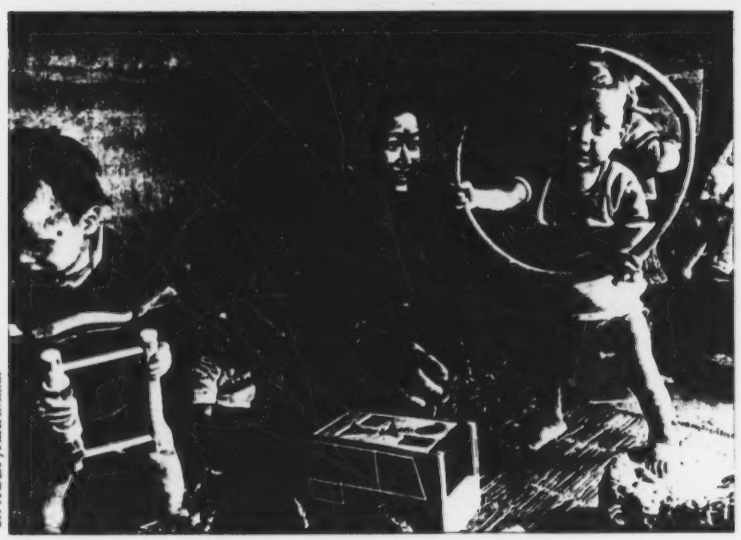
The Home-Based "Entry-Point" Program

The UNICEF-supported Production Credit for Rural Women (PCRW) designed a program which incorporated both the need to alleviate some of the women's burden and the need for better child development. PCRW realized that in Nepal, center-based child-care arrangements alone were not the answer. Instead, they developed these low-cost strategies:

- Home-based programs to be run by mothers themselves on a rotational basis for children up to 3 years;
- Community-based childcare centers for children 3-6;
- Parent education classes;
- A Child-to-Child program that would strengthen older children's abilities to promote the health, welfare, and development of younger children.

Interested women joined a group and each group received a kit of interactive communication materials and bamboo toys made by the fathers. Because the mothers were largely illiterate, a pictorial chart was enclosed to indicate a daily schedule of activities to introduce new skills and concepts to the children. At the same time, the mothers learned hygiene and health information.

Benefits from the "entry-point" program went beyond the children. The mothers gained new knowledge and confidence in their new roles and were able to participate in other income generating activities more freely. They learned to manage and plan their own programs and to use a group process and communication network. And as child development became integrated into a broader community development, parents learned the interactive nature of health, education and stimulation for early childhood development. ■



UNICEF/Kawanaka

Using homemade toys and the pictorial guide, this woman is able to give added attention and support to the children.

Excerpted and adapted from Seeds, P.O. Box 3923 Grand Central Station, New York, New York 10163 U.S.A. This case study was prepared by Caroline Arnold for the Consultative Group on Early Childhood Care and Development.

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The Creative Use of Video: Early Child Health and Education in Thailand

by Nittaya J. Kotchabhakdi

The declaration of the goal health for all and education for all by the year 2000 has created a movement in self-care and participation in health service management and community development. This change in attitude and practice is even more remarkable in developing countries where health personnel and government officials used to be authoritarian and subjected to centralized "top down" policy, and parents in remote or slum communities are mostly poor, less formally educated and often feel powerless concerning their children's health and quality of life. More than ever, there is a need to communicate with parents and the community about their rights, roles and ability to enhance their children's lives.

As communicators know, communication for behavioral change differs from the mere transmission of facts and figures. It requires an interesting presentation of clear and culturally sensitive messages with which the target audience can relate. To improve child health and development in Thailand, the Institute of Nutrition Research, Mahidol University and the Department of Pediatrics at Ramathibodi University has used a series of interactive videos to communicate with parents with encouraging results in bothrural and urban settings.

Interactive Video

The impact of a series of five interactive nutrition and education video programs, and the provision of a food supplement, was studied in 12 villages in northeastern Thailand. Each interactive video tape is 25-30 minutes long with 8-10 interactions the group practices for another 15 minutes each. The tapes cover several topics:

Luk-Rak ("beloved child" and the name of the supplementary food product): compares the food and maternal behavior around two 15 month old boys — one malnourished, one normal;

Let's Cook Supplementary Food: shows how to cook and encourage the child to eat supplementary food;

Value of Breastfeeding: promotes breastfeeding, giving the infant "first milk", and the maternal diet during lactation;

Here Comes Dr. Nit: shows the perceptual and interactive activities of newborn babies, and children's needs for psychosocial stimulation and play materials; and

Happy Valley Village: presents the 5 food groups through a puppet show.

Here Comes Dr. Nit (VTR-4): a module particularly oriented to child development, aimed at creating maternal awareness of the child as an individual with early perceptual abilities and at recognizing the importance of mother-child interaction, play and supplementary feeding.

The total audience of the VTR-4 were 478 men, 930 women and 3225 school children. Village mothers children under the age of two were interviewed individually prior to the introduction, and at 2, 10 and 14 months later when the VTR-4 had been shown 3, 4 and 7 times respectively in each village.

Changes in Attitude

Infants and preschool children in these villages are "at risk" due to impoverished social and physical environments. Their mothers are overburdened and distracted by agricultural and other work and their cultural values and certain traditions regularly impede the child's early interactions with others. For instance, the Thai village culture values subtleness more than expressiveness. Newborn babies are usually fully wrapped and placed close to the mother in a basket for a few days. Generally, parents, relatives and neighbors do not openly express their admiration for the baby for fear that spirits will take the baby away. Instead, they say aloud, "What an ugly baby," in order to deceive the spirits.

In our survey, few mothers in northeast Thailand recognized the visual perceptual ability of infants, and therefore, did not know they were preventing the infant from natural interactions with the environment. In the pre-test, only 1.7% of mothers thought babies could see at one week and only 14.7% at one month. At the same time, 20% and 35% of mothers surveyed in a

These children at a Child Nutrition Center laugh and smile as they play.

Bangkok slum thought that babies could see at one week and one month. Results of opinions about early perceptions of sounds were similar.

After VTR-4 was shown, surveys showed a strong impact on the expected age of seeing and hearing.

Another part of the pretest showed only one-third of rural mothers and their urban-poor counterparts encouraged or played with their children. This increased to over 85% two and six months after media exposure and declined to 50% 14 months later.

But the most successful outcome related to health and nutrition resulted from imitating desirable behavior. Rather than stopping the feeding process when infants turned away or thrust their tongues, a striking number of mothers learned to continue to engage and feed the child through distracting him or performing other behavior modeled on the video.

The Media Matters

The choice of media made a difference. In a controlled study comparing the effectiveness of health education using just video, video and a radio spot, just radio, and nothing, the Institute for Nutrition Research at Mahidol University found that village mothers exposed to video or video and radio were significantly more knowledgeable and provided better nutrition to their 0-4 aged children. The video groups had improved interaction between mother and child and an enriched environment for young children — both targets of VTR-4.

Both the nutritional status of the children and maternal knowledge and attitudes toward childrearing were assessed. Random observation during home visits revealed behavior change related to the media exposure in mother-child interaction, existing play materials and the type of cradle chosen. More mothers stated their intentions to give their baby colostrum (first milk) in comparison to a control group. And while malnutrition did not decrease during the study period, it was clear that the integration of psychosocial components into nutrition education had a considerable impact on maternal knowledge, attitudes and elements of their childrearing practice.

With existing communication technology, using visual and audio messages can result in behavioral change regardless of literacy levels or remoteness. The integration of psycho-social components into nutrition education presented in the form of interactive video has had a promising impact on rural mothers' knowledge, attitudes and childrearing practice. In each case, by increasing maternal awareness, the naturally existing mother-infant relationship is enhanced.

With urban parents who are ordinarily exposed to a wider range of media and information services, the effectiveness of health communication using interactive video programs may depend more on its novelty and focus on the target audience. As communities become more sophisticated, specific issues and modes of presentation are necessary to capture the interest of the people as well as to make a difference in health behavior and childrearing practice. ■

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Learning Strategies

Particular interactive learning and motivation strategies were used in the videos to teach child development information:

1. Discovery/Logical Conclusion. The audience is exposed to certain information and then asked to make a decision which logically follows. ***Example: a newborn baby can see, hear and imitate facial gestures.***

2. Analogy/Logical Conclusion. The audience is reminded of something familiar that works on the same principle as the idea being taught and draw conclusion about new information. ***Example: Mother-child interaction is like being greeted at a new house.***

3. Observation.

a. Description. The audience observes an event and reports what was seen. *Example: Observe the face-to-face interaction of the doctor and 3 month old baby.*

b. Comparison. The audience observes two or more conditions and reports differences and/or similarities. *Example: Compare the behavioral responses of a malnourished child and a normal child.*

c. Modeling of Desirable Behavior. The audience sees desirable behavior and is asked to describe the positive behavior or some of its elements. *Example: Interaction between mother and child while eating supplementary food product.*

4. Specification. The audience is given a general principle and asked to apply it by giving specific examples. ***Example: Play materials can be made from local materials. The audience is asked to name the plants and the home-made toys.***

5. Generalization. The audience is given specific examples and asked to conclude the general rule. ***Example: The baby can hardly see while she is laying awake in a closed hammock.***

6. Personal Opinion or Feeling. The audience is asked to give their opinions about non-threatening subjects related to the topic. ***Example: the audience is asked to imagine themselves seeing through the infant's eyes while she is in a closed hammock and after it is opened and then discuss.***

7. Reinforcement. After each interaction, an immediate feedback and reinforcement of the correct answer is given.

Understanding Child Development: The High/Scope Curriculum

by David P. Weikart

Juan kneels on the floor —a three year old in a new nursery on the outskirts of Cali, Colombia. He fingers a toy truck, spinning the wheels of the truck over and over. When an adult approaches him and asks him a few questions, he doesn't reply. He continues to spin the wheels, lost in observation.

Dante is shouting with joy. Buried in blocks, he excitedly tells the adult that he built the biggest tower ever, it was "fiveteenton" miles high. In this Head Start classroom in Ohio, U.S.A., Dante and his friends begin to rebuild the tower together.

Devkumari stands in line, one of 40 four-year-old children. Beside her is another line of equal length. The adult signals and 80 children, her preschool class, break into song. With big smiles and some harmony, they dance their way to their classroom in their small school in Soweto, South Africa.

When researchers and curriculum development specialists at the High/Scope Educational Research Foundation observe children, we see great variety in appearance, in the languages they speak, and in cultural aspects such as dress, toys, and ways of relating to adults.

Yet, children grow in much the same way and at much the same pace throughout the world. A trained adult will understand Juan's behavior as consistent with other children his age — focused on very concrete items such as the wheel of a truck. Only after he has explored many items will he understand the truck as a "tool" to "haul wood."

Dante was becoming aware of the differences between big and little. "Fiveteenton", while not a real number, is a big concept in any language. Convincing all your friends to help build a tower incorporates cooperation and friendship into problem solving — very important analytic and social skills for Dante's future.

Devkumari was singing harmony and dancing with the group. It displays considerable cultural experience and maturity beyond most preschool children. To an experienced eye, her behavior is significant.

Cross cultural examples of children at various stages of development suggest universal principles in the growth of all children. The High/Scope approach to curriculum is built upon these child development principles and tries to communicate them to teachers and parents everywhere.

Communication Networks

The High/Scope Foundation believes in organizing early childhood programs through networks of trainers who spread information about the importance of attending to the young child and his/her experiences. The Foundation's innovative style of creating early childhood institutes worldwide where trainers and teachers learn important information about child development, and of preparing local communities to create early childhood programs from within, sets it apart as a communicator for young children.

The High/Scope early childhood curriculum works across borders and cultures because it is a framework where the community can fill in the blanks with their own cultural values and beliefs. With a little knowledge about child development, High/Scope believes adults and children can begin to initiate new communication networks — which share the responsibility of growing up and build the confidence and productivity of children so that they grow into adults who can problem solve and feel in control.

The High/Scope Curriculum

Within the High/Scope framework, the teacher and child both plan and initiate activities and actively work together. While the underlying psychological theory is based on the theories of Jean Piaget, the application was developed by teacher-researcher teams over the last 30 years. In this model, children develop their own activities through a plan-do-review sequence. They are supported by adults who use developmentally appropriate key experiences to understand and interact with the children

and promote intellectual and social development.

These activities produce three outcomes important to developing confident and competent adults:

1) Children learn to communicate their intentions through both gestures and actions. For example, an infant picking one toy over another, or a preschooler guiding an adult to the material needed for play may not immediately seem like stepping stones towards effective communication skills and decision making. But as the children mature, they begin to feel in control of their experiences. The High/Scope curriculum calls children's expression of intent "planning."

2) Children generate experiences. A high quality program offers opportunities for children to be actively engaged. Effective actions comes about when children are actively involved with people, materials, events, and ideas. Children need enough time for trial-and-error, generating new ideas, practicing and succeeding. Independence is the key to active learning by self-motivated children. In the High/Scope curriculum, children act on their intentions during "work time."

3) Children reflect on their experiences at play. A high quality curriculum must provide time for children to reflect on their experience with increasing verbal ability and logic as they mature. Through this process, they begin to match words to their actions and construct memories and insights they will modify as their understanding increases. In the High/Scope curriculum, the time set aside for this process is called "recall" or "review."

As the result of these three components, children develop a sense of self-control and self-discipline. This control is real power, not over other people or things, but over oneself. Understanding what is happening in their environment, recognizing that those around are genuinely interested, and knowing that their effort often leads to success — these elements create the type of control that promotes personal satisfaction and motivates productivity. This early sense of personal control has a permanent effect on the child and is, perhaps, why high quality early childhood programs are so effective in altering the life course of participating children.

This teacher is helping the child learn about herself.

Training Institutes: A Larger Network

Working with various groups in different countries, High/Scope Foundation is establishing independent institutes worldwide. Each institute belongs to an international registry which promotes training and coordinates quality control systems for the participating groups. Some institutes are independent charity organizations that work with local education and social service authorities. Other institutes are attached to universities which already do training on a national basis. Still others are private businesses which provide services to governmental bureaus.

The High/Scope strategy of training follows a train-the-trainer approach. Initially, High/Scope staff trains a group of 20 to 25 experienced child education or child service trainers in a participating country. The course is a seven week program spread over a one year period. It allows time for direct training, application by participants, and observation of their effectiveness in training. At the end of the course, two individuals from this group are selected to become national trainers and attend the High/Scope Residential Training of Trainers 15 week program in Ypsilanti, Michigan. A second group of experienced child education or child service trainers in the country is then trained with the two country trainers leading training and the High/Scope staff trainer directly supervising. With these three steps successfully behind them, the country trainers staff the national institute and continue the training of local trainers.

The network is growing. Currently, one institute is fully operational in the United Kingdom. A second has entered the training

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Children grow in much the same way and at much the same pace throughout the world

process in Portugal. Institutes in Singapore and Mexico are awaiting final approval. In South Africa, trainers are operating informally, and discussions are underway in Norway, Denmark, Finland, Turkey and China.

Training Adults: Spreading Knowledge

As adults become involved in long-term training, certain persistent issues emerge:

Children are children. Parents become aware that children are basically the same everywhere. Despite superficial differences, through observing children on videotape, in day care settings, or at preschool classrooms, parents see the stages of development through common behavior and responses. With this knowledge, adults are ready to accept the transfer of information, methods, procedures, and skills.

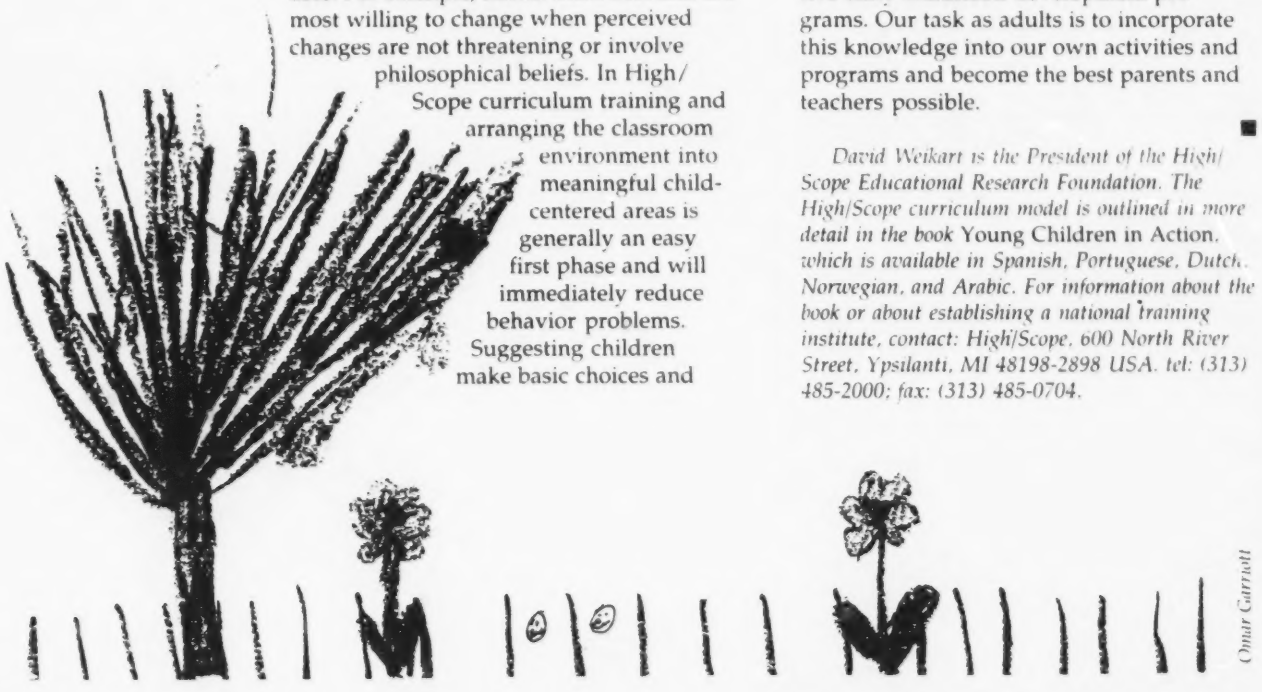
Training follows a step-by-step process. Understanding child development is not always easy — especially for cultures which have not previously emphasized this period of growth. But if a logical training process is followed, the importance of child development becomes more acceptable. For example, adults learn best and are most willing to change when perceived changes are not threatening or involve philosophical beliefs. In High/Scope curriculum training and arranging the classroom environment into meaningful child-centered areas is generally an easy first phase and will immediately reduce behavior problems. Suggesting children make basic choices and then supporting those choices may be a comfortable second phase. Finally, learning to observe and understand the developmental processes in individual child behavior can be a difficult step and should happen after the adults are committed to the program.

Knowledge is be applied. Training needs to be on-site so that participants can apply what is learned immediately to the children. The focus of training is to change behavior on a daily basis. Off-site training frequently is too abstract to genuinely change behavior.

Training is slow and thorough. Concepts learned in training should be repeated a number of times with different types of applied examples and points of view. Adequate time for practice and discussion is important.

Because of the long-term effectiveness of high quality early childhood care and education on the lives of children, their families and the community, the international interest in providing services to children is greater than ever. Today, much is known about how to organize complex and effective early childhood development programs. Our task as adults is to incorporate this knowledge into our own activities and programs and become the best parents and teachers possible. ■

David Weikart is the President of the High/Scope Educational Research Foundation. The High/Scope curriculum model is outlined in more detail in the book Young Children in Action, *which is available in Spanish, Portuguese, Dutch, Norwegian, and Arabic. For information about the book or about establishing a national training institute, contact: High/Scope, 600 North River Street, Ypsilanti, MI 48198-2898 USA. tel: (313) 485-2000; fax: (313) 485-0704.*



Omar Garrott

Communicating with Parents First

by Nancy Donohue Colletta

While we are most familiar with early education programs which provide services directly to children, communication strategies which help children by focusing on their parents' behavior have some basic advantages..True, short-term child-focused programs are able to achieve improvements in children's development. But these gains may disappear a year or two after the program ends, especially if the children are exposed to unresponsive or unstimulating primary schools. Longer lasting effects seem to be possible when programs focus on the child's family through changing parental behavior.

Making permanent changes in the parents' attitudes, behaviors, and knowledge often has a dramatic and long lasting impact not only on the child in question, but also on other family members. And unlike child-focused programs, changes in parental behavior are likely to extend beyond the length of the program — particularly when the program is careful to communicate to parents that they are the child's first and most important teacher. This position emphasizes the central importance and competence of the family and de-emphasizes the role of the outside "expert."

There are other advantages to communicating with parents first. With a focus on the caregiver as the primary audience, programs do not need to bring children together in groups, are easily integrated into existing programs and are often lower in cost. Experience shows that parent-focused models of early education may:

- improve children's development;
- improve children's school adjustment;
- increase mother's interest in their own education;
- increase mother's feelings of control over problems in their lives;
- improve parent-child interaction; and
- improve parent's responsiveness to children.

Media for Parent Education

One approach to parent involvement is simply to educate the parent about children and their development. Parent education programs tend to offer training which directs changes in parental knowledge, attitudes and behaviors. Parent education messages may be delivered through channels already developed for other adult education programs such as mass media campaigns, health or literacy programs.

In Indonesia, a simple chart was developed to communicate basic knowledge to parents about predictable steps in children's development and the ways that parents can affect and improve their children's progress. (see page 18) The chart was modeled after the typical growth monitoring chart and consisted of one milestone for each of the first 36 months of life. Accompanying each milestone is simple activity which the parent could perform to encourage the child's development.

While simple, a tool such as a basic developmental chart can bridge cultural communication gaps and introduce the significance of the parents' role in preparing the child for his or her future. The chart serves as a continual reference and concrete starting place for parents to learn about child development.

The chart was designed to be:

- composed of culturally appropriate behavior indicators which are familiar to the child, important in the culture's value system, and useful for indicating specific interventions;
- focused on milestones most predictive of later development and covering many areas of development including cognitive, language, fine and gross motor, social and self-help skills;
- easy to administer in health centers without elaborate training or materials;

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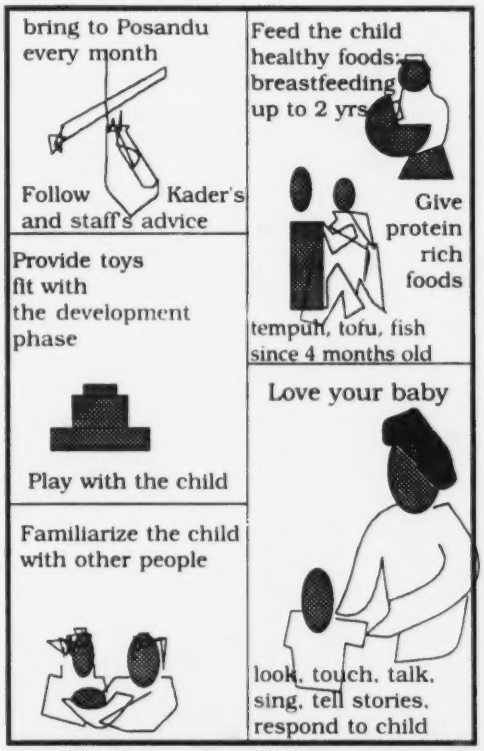

bring to Posandu every month
Follow Kader's and staff's advice
Feed the child healthy foods: breastfeeding up to 2 yrs
Give protein rich foods
tempuh, tofu, fish since 4 months old
Provide toys fit with the development phase
Play with the child
Familiarize the child with other people
Love your baby
look, touch, talk, sing, tell stories, respond to child

This Indonesian child development card shows parents ways to facilitate healthy growth and development.

- ❖ easy for parents and health workers to understand;
- ❖ useful in focusing parents' attention on important developmental processes and in emphasizing the idea that children's development does not "just happen" but that parents play an important role in fostering their children's developmental progress;
- ❖ capable of strengthening parent-child interactions by increasing the parents' sensitivity to the children's needs and by increasing the parents' understanding of the importance of spending time with their children; and
- ❖ suggestive of simple interventions at each age.

Simple but direct communication tools such as the growth chart can be the beginning of parent education and early childhood development programs — especially when the tools are catered to the specific needs and interests of a community. Recently, for example, the developmental chart has been revised for use by mothers in their homes. The mother's charts can then be brought on regular visits to the health centers, where the child's progress can be discussed with the health workers.

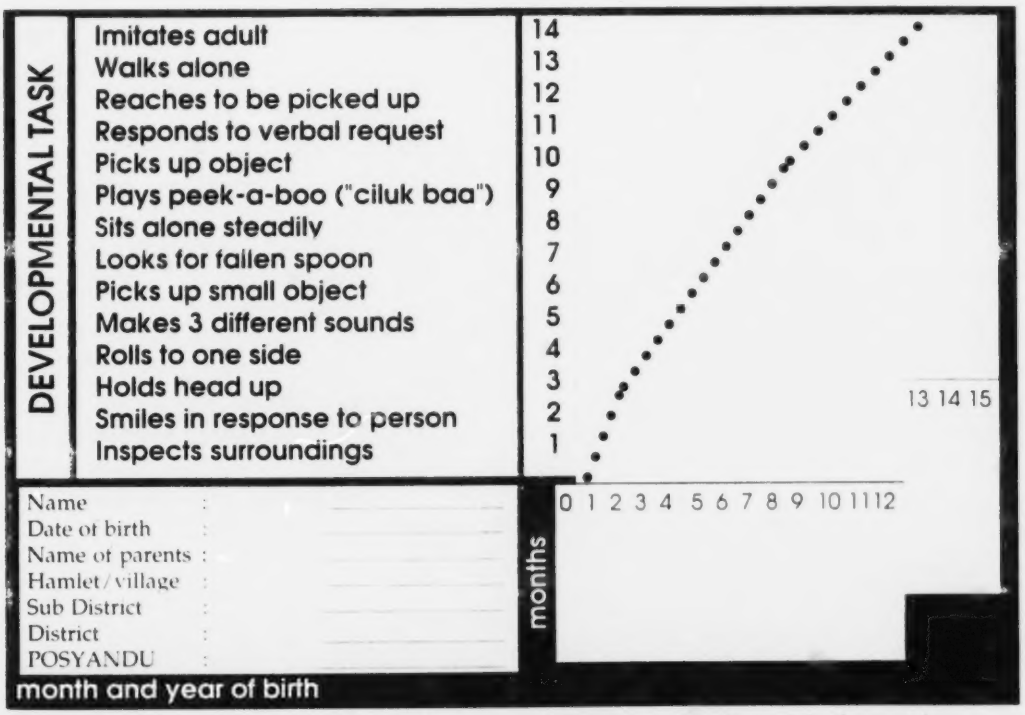
Child Development in the Home

Entire early childhood programs can be created around child and parent interaction in the home. In home visiting programs, for example, a group of community members, usually neighborhood mothers, is trained to communicate basic child development messages directly to the parents. Visits are made on a weekly or biweekly basis and the caregivers are taught simple activities they can do with the child until the next visit. These programs make use of local materials and build on culturally appropriate practices. In comparison to center-based programs, home-based programs are geared to:

- ❖ reach the youngest children (0-2) who are seldom brought to centers;
- ❖ reach out to socially isolated or extremely poor families; and
- ❖ use familiar community members who are able to put both parent and child at ease.

Home visiting programs appear to be most effective when:

- ❖ the information learned in home visits is reinforced by monthly meetings of parents;
- ❖ all family members, not just the mothers, are involved;
- ❖ the home visits focus on specific activities the parents can do with their children; and
- ❖ the parents are active participants in planning the details of the activities.



This growth chart used in Indonesia (only partially shown) helps parents to understand developmental milestones. The back of the chart gives activities to do with children at these stages.

An Indonesian Example: Communication Tools and the Home-Visiting Approach

The Pandai Project in Indonesia, run by Dr. Satoto out of Diporegoro University and funded by the Ford Foundation, integrates simple communication tools into a home-based model in order to work with parents. Started five years ago, the program aims to increase parental involvement in the development of their preschool children through verbal stimulation and appropriate activities. It was designed to function with limited funds, to take only a few minutes of the mothers' time each day and to make use of the in-place village volunteer system to staff the home visits. Trained at the local health center, the volunteer home visitors are supervised by a staff of volunteer government workers. The home visitors see their caseload of six families on a weekly basis for a year. Replication costs are kept to approximately US$2.30 per family by making use of local materials found in the villages and by using inexpensive photocopied books and games. The curriculum, designed to emphasize verbal, emotional, and play stimulation for children between the ages of one and five, was displayed in cartoon format. A second grade literacy level is assumed for volunteers; no literacy demands are made on parents. Communication materials consist of:

A checklist of 130 developmentally sequenced activities for the home visitor to carry out with children;

130 activity cards which describe the activities in simple cartoon format; and

Backup materials consisting of picture cards, counting cards, sequence cards, paper puzzles, and a dozen wordless story books.

Perhaps the most ingenious and effective of the materials were the wordless story books. As the name implies, the books depicted a story without the use of words. Highly prized by the families, the books encouraged family members to invent stories for their children from detailed pictures, and eventually, for the children to create their own versions.

To reinforce the notion that the parent, rather than the visitor, is the most effective teacher of the child, during each visit the visitors followed three steps:

1. teach the mother the developmentally appropriate activity,
2. have the mother teach the child, and
3. help the mother to plan how to integrate the activity into her daily chores.

The evidence from this and other programs is convincing. When programs are highly focused, provide concrete models of new behaviors and reinforce individual learning through community meetings and communication strategies, they can change parents' behaviors in the homes. Parents can be taught skills, behavior, and techniques which facilitate their children's development. And the parents benefit as well. Evidence indicates that the approach is related to greater feelings of overall parental satisfaction and control. ■

Dr. Nancy Donohue Colletta is a developmental psychologist at the Center for Infant Study, University of Maryland School of Medicine in Baltimore, Maryland. She can be reached there or at her Washington office; 5225 Connecticut Ave. N.W. Suite 313, Washington, D.C. 20015, U.S.A. tel:(202) 966-7189; fax: (410) 328-8339. A step-by-step guidebook for the adaptation, use and evaluation of a home-based mother's record is available from the World Health Organization, Programme of Maternal and Child Health, CH-1211, Geneva 27, Switzerland.

Understanding Child Development: A Guide for Communicators and Community Members

Understanding Cross-Cultural Child Development and Designing Programs for Children, edited by Nancy Donohue Colletta, produced by Christian Children's Fund, PACT, 777 United Nations Plaza, New York, NY 10017 USA. 140 pages. cost: US$13.95 + shipping and handling. English. For more information, call: (212) 697-6222 or fax: (212) 692-9748.

This book looks at children living in the developing world and presents information about caregiving and child development in a simplified format. Each chapter begins with general or cross-cultural statements about children, moves to observations on a situation-specific level and then makes suggestions on how to apply these observations to local communication and design of programs to meet children's needs. The book suggests ways of modifying caregiving and programs to meet the needs of children at special risk. Easy to read, this book will serve as an aid to communicators, program designers, parents and university students worldwide.

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Materials Development: The Building Blocks

by the Bernard van Leer Foundation

How many times have you heard yourself saying: "if I only had a booklet, photograph, game, puzzle, video... or anything to help explain this idea to the children or their parents more easily?"

It happens to everyone. Some type of material is missing. And so begins the process of developing a new teaching aid, a new toy, a new reading book, or perhaps even an entire course for para-professionals.

Over the years, many of the Bernard van Leer Foundation-supported projects around the world have devised unique and imaginative materials that provide hours of enjoyment for young children; or convey complex health and nutrition messages to members of the community in an understandable manner so that they can begin to act to improve their situation; or offer role-play games so that trainees can get a taste of some of the real-life situations they may face; or provide parents with a set of ideas that will encourage them to play and to learn along with their children.

These are some of the building blocks needed for successful early childhood education or community development programs. They are essential, and yet, the materials themselves, no matter how innovative, clever or appealing, are worthless unless they are used — and used well.

Creating Toys for Learning

One way that many projects have ensured that materials are used well is to involve the community in their production. For example, in Kenya, parents and members of the community participate with the teachers and educational authorities in the collection of stories, poems, games and puzzles that reflect the local culture. This reinforces their values and environment as well as the idea that everyone can make a contribution to early childhood education. It also supports the cultural symbols of a child's daily life and makes life and education more integrated and compatible.

A child from Colombia uses wooden blocks to spell a word.

In another example Centre for Education and Human Development (CINDE) in Colombia has produced excellent materials for parents and the community on health, hygiene and the environment, as well as a wide range of materials on early childhood education. Rather than just designing written or illustrated materials, they have drawn diagrams on how to create toys from low-cost local materials such as bamboo. Once the parents start exploring the use of local material — puzzles, games, musical chimes — the diversity of ideas grows.

In Jamaica, the Resource Training Unit has turned "trashables" — things people usually throw away — into a large range of structures and toys to help children develop their physical strength and coordination, provide them with a sense of accomplishment and self-confidence, and help them to explore their environment.

In Oranim, Israel, an "outdoor activity yard" was set aside and stocked with items no longer used by adults: furniture, carts, old tires and other materials where children can have creative play. Team work and mutual assistance develops quickly among children when things need to be lifted, moved or built.

Along with the large structures, an almost endless variety of small toys and teaching aids can be made from discarded materials. Plastic containers can be turned into buckets, scoops, measuring cups, funnels and even little boats, cars or trains. Egg cartons, boxes or natural items such as flowers and twigs can stimulate creative impulses in both children and adults. (Adults should always check these items to make sure their are no sharp edges or small items that a child could put in her mouth.)

Teaching Aids for Parents

Materials which assist parents and teachers learn about early childhood are also easy to construct. For example, a selection of 150 cartoon sequences on almost every aspect of child-rearing provides themes for discussion between English parents and their weekly home-based teachers in one Foundation project. Friendly and informal, the cartoons are reproduced on

to Learning

Two young Khmer children take a small homemade cart for a test drive.

inexpensive paper to show parents that materials do not need to be fancy to be useful. Despite initial hesitation, nearly all the teachers have come to value the cartoons and were pleasantly surprised to find the parents responding to them as well.

In Kenya where they are pioneering a more participatory style of curriculum development, a National Center for Early Childhood Education (NACECE) has been established. In each of 18 centers of the NACECE, a team consults with a community to understand the traditions and lives of its people. Then, the teams work to mobilize the community and create community-based games, dances and children's songs relevant to the culture. These materials are used for both adult training and the early childhood learning.

Through the local development of "trashables" and other materials for children and the use of other local materials as additional teaching aids, these programs are directly involving parents, teachers and local leaders in making decisions about what should be taught to their young children. This approach has attracted the attention of educational authorities all over Africa as well as in the developed world and continues to make early childhood programs meaningful and affordable around the world. ■

Adapted from Playing to Learn, Bernard van Leer Foundation newsletter, Number 47. For more information, contact: van Leer Foundation, P.O. Box 82334, 2508 EH The Hague, The Netherlands. tel: (070) 3512040; fax: (070) 35 02373.

Resources

Audiovisuals and Books

Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials by Alice S. Honig and Donna Sasse Wittmer, Child Development Division, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 USA cost: US$8.75.

This guide compiles video, film, slide packages and audio cassette training materials for caregivers of children below the age of three. Rates quality, content, and price, and describes the intended audience. English.

Options for Educators: A Monograph for Decision Makers on Alternative Participatory Strategies by Lyra Srinivasan. PACT Communications Development Service, 777 United Nations Plaza, New York, NY 10017 USA. 152 pages, 1992. cost: US$14.95 + shipping and handling.

Author of *Perspectives on Nonformal Adult Learning* and *Tools for Community Participation*, Dr. Srinivasan presents methods that trainers, educators or program staff can use to incorporate participatory strategies into their work. Using "educator" in the broadest sense, the monograph describes three different participatory approaches and what they can do in poverty-stricken countries. She discusses ways to change the attitudes and behavior of oppressed people from ones of low confidence and lack of trust to empowerment and creativity. A how-to section guides the trainer or manager through the methods, activities and workshops.

Toward a Fair Start for Children: Programming for Early Childhood Care and Development in the Developing World by Robert G. Myers. The Young Child and Family Environment Project 1990-95, Unesco, 7 Place de Fonteroy, 75700 Paris, France. fax: (33-1) 40 65 94 05. 107 pages.

Available in nine major languages, Dr. Myers outlines what early childhood development means internationally and describes comprehensive programs worldwide. He makes arguments for investing in child development programs and presents communication strategies for building advocacy, organizational networks, and educating and changing the behavior of parents, community leaders and political figures. The book includes case studies from around the world.

High/Scope Foundation has a large assortment of training videos and books on subjects such as Setting Up the Learning Environment, Shaping Educational Programs, and others. For a free catalogue, write: High/Scope Press, 600 N. River Street, Ypsilanti, MI 48198-2898 USA. tel: (313) 485-2000, fax: (313) 485-0704.

Resource Centers

The Early Learning Resource Center (ELRC) in South Africa, an active participant in the education of five million black preschool children, also provides innovative resources internationally. For information about their nonformal training programs, parent and community education programs and information dissemination and outreach activities, contact: Early Learning Resource Center, 37 Denver Road, Lansdowne 7764, Cape Town, South Africa.

The ERIC Clearinghouse on Elementary and Early Childhood Education (EECE) provides resources on topics from rural and urban early education to child development and classroom techniques. With sixteen clearinghouses, ERIC catalogues and distributes information from over 700 libraries and institutions worldwide. For more information, contact: ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL, 61801 USA. tel: (217) 333-1386.

What's New, What's Coming

Audiovisuals and Books

Microcomputers in African Development: Critical Perspectives edited by Suzanne Grant Lewis and Joel Samoff. Westview Press, 550 Central Avenue, Boulder, CO 80301 USA. tel: (303) 444-3541; fax: (303) 449-3356. 256 pages, 1992. Cost: US$27 + shipping.

Using case studies and research in the Sudan, Ivory Coast, Kenya and Tanzania, the contributing authors analyze patterns of political and social change brought about by the rapid growth of microcomputer technology in Africa. Various perspectives and approaches are represented within diverse levels of organizations — schools, local institutions, and governments. Issues of control over information and censorship are addressed, along with potential changes and reactions within communities. A thoughtful and provocative piece, this book is appropriate for researchers, journalists or others interested in the impact of information technology upon Africa.

Designing Messages for Development Communication: An Audience Participation-based Approach by Bela Mody. Sage Publications, Sage Publications, 2455 Teller Road, Newbury Park, CA 91320, USA, 1991.

Part of the Communication and Human Values Series, this book is a 'do-it-yourself' text on audience based message design in Third World settings. It focuses on the difficulties of using development communication and pulls from the author's experience in advertising to show how and when communication strategies work. Topics range from effective communication messages to how and when to research and pretest an audience. Simple and direct, this text is helpful to anyone who studies and designs development communication or implements it in the field.

Using Communication Theory: An Introduction to Planned Communication by Sven Windahl and Benno Signitzer. Sage Publications, 2455 Teller Road, Newbury Park, CA 91320 USA, 1992.

This book outlines ways in which communication planning is informed by 30 years of communication theory. The author shows how advertising and public relations benefit communication theory.

Women and the Media in the Asian Context. People in Communication, Inc., 3rd Floor, Sonolux Asia Building, Ateno de Manila University, Loyola Heights, Quezon City, Philippines. 1990.

This collection of country reports and papers presented in the Asian Sub-Regional Conference on Women and Media held in the Philippines in 1987. The reports chronicle women as portrayed in the media and women as media practitioners. They offer extensive insight and recommendations on how to deal with obstacles. While presented in 1987, the research and conclusions are still timely today.

Communication Planning Revisited by Alan Hancock, UNESCO, UNIPUB, 4611 Assembly Drive, Lanham, MAD 20706-4391 USA. fax: (301) 459-0056, 220 pages, cost: US$25 + postage and handling.

In revisiting development communication planning, the author evaluates what has been achieved in the past decade. He uses case studies and looks at the potential in planning institutions, networks, and communication system, and the extent to which planned can facilitate new ideas and concepts.

The Grameen Bank's Experience: A Video: The Fondation pour le Progres le l'Homme (Foundation for Human Progress) in Paris, France has recently produced a video recounting the experiences of the Grameen Bank in Bangladesh. The video is useful for organizations or communities working towards establishing credit and self-management in micro-enterprise businesses. It provides a presentation of the groups of women involved in the credit groups, and the organization at the village level. The VHS

A Defender la Vida!

Luchemos contra el cólera.

(In Defense of Life! Let's fight against cholera.)

MAP International has developed a comprehensive package of materials to spread information about the prevention and treatment for cholera. The package is designed for organizations and churches interested in working with communities and includes videos, radio materials, workshop guides and technical materials development by the World Health Organization and the Pan American Health Organization. The kit is available only in Spanish. US$20 for 1-5 kits, $15 for 5-10, $10 for 11 or more. Send orders to: MAP International, Oficina Regional para América Latina, Avenida Los Shyris 3517 y Tomás de Berlanga, Casilla 17-08-8184, Quito, Ecuador. tel: (593 2) 452 373, fax: (593 2) 458 263.

video is available in French and English and is 35 minutes long. For information, contact: Mr. Oliveri, ICAD, Le Maret, 89113 Guerchy, France, tel: 86 73 72 16.

Journals

The Green Library Journal is a new publication devoted to environmental topics in the information world. The product of a cooperative effort between many organizations, it provides articles, and information about new technologies and other resources around the environment and the world of information. Appropriate for libraries, organizations or interested individuals, the journal is published 3 times yearly. Subscriptions are US$20 per individual, $40 per US library or institution, and $45 for institutions outside of the US. Each paid subscription pays for a free subscription for a library in the developing world. For more information or to subscribe, contact The Green Library, P.O. Box 11284, Berkeley, CA 94701 USA tel: (510) 841-9975, fax: (510) 841-9996.

Conferences

The National Federation of Community Broadcasters will hold its 18th Annual Conference April 1-4, 1993 in Minneapolis, Minnesota, USA. The planning committee welcomes suggestions or ideas for themes, workshops or resources. Contact them at: NFCB, 666 11th Street, NW, Suite 805, Washington, D.C. 20001, USA. tel: (202) 393-2355.

The Association for the Advancement of Policy, Research and Development in the Third World invites proposals for research, papers, panels, round tables and workshops for possible inclusion in the **1993 International Conference on the State of Education and Development: New Directions** in Cairo, Egypt. The conference dates are November 21-25, 1993. Contact: Dr. Mekki Mtewa, P.O. Box 70257, Washington, D.C. 20024-0257 USA. tel./fax: (202) 723-7010.

The Satellite Communications Users Conference will be held November 16-18, 1992 at the Sheraton Washington Hotel, Washington, D.C., USA. For information call (800) 525-9154, or fax: (303) 770-0253.

The Universidad de Guadalajara in Guadalajara, México is sponsoring **The Sixth International Book Fair** from November 28-December 6, 1992. During this event participants will meet to discuss **"Open and Distance Education: Contributions and Challenges."** The Book Fair will be divided into three activities: media and materials, a book fair with books in Spanish, Portuguese and English, and conferences and workshops on communication networks, media systems, and off-campus education. For information, contact: Public Information Center, A. Postal 39-130, 44170 Guadalajara, Jsl. México. fax: (36) 625 10 100. Cost: US$155.

Courses

Abhivyakti Media for Development has developed short-term courses to teach communicators how to broaden their effectiveness and access resources for their work. From November 14-18, 1992, *Communication Skills for Trainers* will be offered for Rs.500. For information about this course or a full schedule, contact: Abhivyakti Media for Development, 41, Anandvan, College Road, Nsik-422 005, India. tel: +70294.

The Centre for African Family Studies (CAFS), based in Nairobi and Lomé, is an independent, non-profit institution which provides training on communication and family planning in sub-Saharan Africa. Topics include: Family Health; Women and Health; Training of Trainers; Population Communication; Management of Community-based Programs; and Health Communication for Journalists. CAFS provides courses and seminars on a regional, sub-regional and in-country basis in French and English. For information, contact: CAFS, P.O. Box 60054, Nairobi, Kenya. tel: 448618; fax: 448621.

RIO: An International Research Computer Network

ORSTOM (Institut francais de Recherche scientfifique pour le Développément en cooperation) is expanding its network, the RIO (Réseau Informatique ORSTOM). This computer network will enable scientists working in distant laboratories to carry out common programs and to exchange data processing tools. As a result, the powerful computing resources of important laboratories will be available to less well-off research teams.

Recent vast development in these networks means that most research institutions in Europe and North America are linked to RIO. These networks allow researchers to share in the information age, facilitate technology transfer and dissolve some of the isolation of scientific teams in the developing world.

RIO covers 10 countries in the South so far, seven of which are in sub-Saharan Africa. For information, contact: ORSTOM, 213 rue Lafayette 75010 Paris, France.

Using Technology to Do Better Work

by The Foundation Center Staff

An unspoken rule states that grass roots organizations should avoid technology in their daily work. The underlying concern is that "technology" may separate or alienate us from the communities we work with each day. This myth, however unfortunate, is disempowering in that it freezes the grass roots organization and ultimately stereotypes it as one which is out-of-the-mainstream, ineffective, and too idealistic. The myth serves to oppress the organization and deny its capacity in much the same way the people it serves are oppressed.

The real task is how to perceive and then access technology in support of the culture and peoples we serve. Fax machines, cellular phones, lap-top computers, video camcorders, etc., can be friends of the culture and available for the purpose of cultural maintenance, growth and support—tools for empowerment.

A Grass Roots Organization

The Foundation Center is a grass roots organization which delivers high quality child development and family support services to over 2100 children of working poor and seasonal and migrant agricultural families. Its 240 teachers match the cultural and linguistic characteristics of its children and come from the same class and economic backgrounds as the parents.

As a grass roots organization, The Foundation Center has worked in situations where it has become known for its work in empowering the children. Yet the grass roots label has created barriers for The Foundation Center. Most of the barriers have been embedded in the attitude that, if you are truly grass roots, you are not sophisticated, you are sincere but not realistic, a "bleeding heart" but not a business person who has access to the kinds of tools which successful businesses utilize.

In part, The Foundation Center has been left alone to define itself. We decided to reject the militaristic, top-down, organizational structure and opted for a flatter style which depends on communication between people. In addition, we worked hard to avoid some of the problems of sister organizations which, following old-style ways of organizing, have created their own large bureaucracies, thereby effectively reducing the amount of money available for direct services.

The small organizational style allows us to give value to people's ideas so that they are given the tools to be creative and effective champions of their communities.

The Benefits of Technology

The Foundation Center uses technology in many ways that most grass roots organizations do not. For example, The Foundation Center has fax machines at each of its 21 infant-toddler and child development centers. The centers span nine counties across the state of California. The fax machines establish communication between and among centers giving them an opportunity to build a sense of team—of family and connectedness. The fax machines enhance the telephone-verbal communication as it provides a written, sometimes visual-graphic record. Messages can be received anytime without interrupting the work on the other end. They can also be sent anytime, thereby allowing the sender to utilize less busy time. The same message can be sent automatically to one or 21 locations.

The fax also provides the "documentation" required by funding sources. How often has the grass roots organization receiving government or grant funds heard, "If it isn't documented, it didn't happen?"

Another advantage is that urgent or detailed information can be relayed accurately and completely. Both parties can be sure that information has been transmitted.

In The Foundation Center, we say, "The fax can speak Spanish!" By this, we mean that the writer can communicate in a native tongue and can do so effectively. This is another step on the road to empowerment.

And faxes permit the staff at various locations to express culturally appropriate courtesies—congratulations, personal support and encouragement. Faxes maximize the network.

The Foundation Center also uses cellular phones. Not only do they facilitate communication during long journeys between centers, they prepare the centers to deal with disasters, especially centers located along earthquake faults. During the 1990 Loma Prieta earthquake in the San Francisco area, the cellular phones were the only means of communication for several hours after the disaster. Parents, staff, and their children have the earthquake numbers so that they can stay in touch in the event of an emergency. During the April Los Angeles riots, the emergency phones kept us connected to the centers and facilitated emergency services.

Someone once said to the Executive Director of the Foundation Center, "But you people don't look like you have all this stuff, let alone know how to use it." And it is true that the administrative staff of the Foundation Center may look like a group who wouldn't make it in the world of technology. Yet, it uses the tools it needs to communicate quickly and completely. The lesson is: To accomplish our missions, grass roots organizers and organizations can use what are perceived as highly sophisticated tools and still be true to their work. Indeed, in The Foundation Center's case, those very tools make it more effective.

■

Ritchell Yau, Marilyn Prosser, Antonia Lopez, David Schmitz, and Richard Truzuka at The Foundation Center for Phenomenological Research, Inc., contributed to the article. TFS,1800 J Street, Sacramento, CA 95814 USA. tel:(916) 447-2087, fax:(916) 441-7059.

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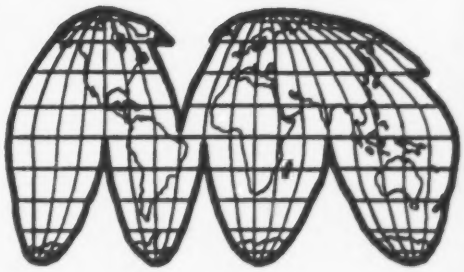
To Our Readers:

After several decades of using communication strategies to further development goals, this issue examines the field of development communication and asks the question, where are we now? From advances in communication technologies to clearer evidence of what works and what doesn't, planners, practitioners, academics and entrepreneurs offer insight into how the field has progressed, what we have learned and what we still must explore to use communication for development in the most effective way.



—The Editor

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Development Communication Today: Optimism and Some Concerns

by Robert Hornik

A difficult contradiction results from any examination of the state of the art of development communication. On the one hand, good technical knowledge exists about how to do development communication well. On the other hand, as time goes on and external funds and technical advice are withdrawn, early successes don't seem to stick. These paragraphs consider this contradiction: what we know, why it is difficult to sustain and some ideas for doing it better.

What We Know: Four Basic Principles

A widely shared current view of doing effective development communication is

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Back to the Future: Communication Planning

by Alan Hancock

The general definition of communication planning has not changed drastically over the past decade. It still involves three main elements: development policy and philosophy, communication infrastructure, and the incorporation of innovative technologies. What has evolved, however, is the way in which these three components interact and the context and potential of communication to play a major role in political, economic, and social change.

Changes in technology are the most obvious and dramatic. On the one hand, satellites and computers have evoked far greater possibilities for international connections than was previously imagined. At the same time, due to the microcomputer, technologies have become more individualized, which means new forms of creativity, of social organization, and of working habits have evolved. Our experience of using these technologies has gone

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Development Communication Report

Development Communication Report, published quarterly by the Clearinghouse on Development Communication, has a circulation of over 7,000. The newsletter is available free of charge to readers in the developing world and at a charge of $10.00 per year to readers in industrialized countries.

A center for materials and information on important applications of communication technology to development problems, the Clearinghouse is operated by the Institute for International Research, in association with Creative Associates International and supported by the U.S. Agency for International Development, Bureau for Research and Development, Office of Education, as part of its program in educational technology and development communication.

The views expressed in the *Development Communication Report* are those of the authors and not necessarily of its sponsors. Original material in the Report may be reproduced without prior permission provided that full credit is given and that two copies of the reprint are sent to the Editor.

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summarized in four principles: good context, good messages, good channel use and good audience knowledge.

Good context. The first principle demands careful analysis of what change is possible in the environment. In some contexts, public communication will gain little success. For example, Judith McDivitt, an Annenberg communication researcher, describes a successful campaign in Jordan to encourage breast feeding within the first six hours of a baby's birth. However, routine practices in *private* hospitals did not encourage early initiation. Therefore, success was limited to particular settings—women giving birth at home or in public hospitals.

A communication campaign can respond to context in any of three ways: it can encourage corresponding changes in the context (initiating a campaign to stimulate demand for vaccinations only after assuring that the supply will suffice); it can tailor its recommendations to the context (promoting condom use only where condoms are readily available); or it can postpone or reject a suggested communication campaign until the context changes (deciding not to encourage adoption of new high yielding seed because needed credit facilities are not in place). Part of knowing how to do a communication campaign is knowing when not to do it.

Good messages. Message development is both a creative process and a technical process. While creative message development makes a real difference in the success of programs, the focus here is on the technical process.

A program's objectives are not the same as the messages most likely to achieve those objectives. Instead, good programs try to create messages that solve problems audiences recognize, and build on, or at least respond to, current behaviors. Much of the formative research that precedes the development of a communication plan involves research about understanding (a) what actions different segments of an audience are already taking, (b) what motivates particular actions, and (c) what keeps them from acting in the recommended way.

Thus, the Philippines EPI program found that timely vaccination improved as a response to messages about the age to bring a child for measles vaccine but not to messages about the dangers of the disease.

There is widespread acceptance of this 'good messages' argument; indeed there is some need for caution in applying it. Sometimes programs have constraints: they have some urgency for initiating implementation; they have limited budgets to design materials for subgroups; they are unable to mount distinct local efforts, having no choice but to broadcast mostly homogenous messages, or take no action at all. Sometimes, the goal of message research may be to define an acceptable common message, rather than to create ideal localized messages. This is a modest goal and contains some risk. It leaves programs open to accusations that they are insufficiently respectful of cultural and social variation, and in fact, may mean that some subgroups are less effectively addressed. On the other hand, it may represent all a program can actually do.

Good Channel Use. Good channel use involves responding to often conflicting demands: channels must be effective *and* reach a wide and specific audience. Emphasis on effectiveness has led to a preference for face-to-face channels over media channels, given the reasonable belief that a good outreach agent is more effective per contact. However, there is also good evidence that much larger audiences can be reached through the mass media, and they can be reached repeatedly, at lower cost (DCR 77, p.3).

For example, in Swaziland, evidence shows that face-to-face channels were one and one-half times as effective as mass media channels; however, radio reached three times as many people. In total, radio appeared to be the more effective channel.

Similarly, using more channels is better than fewer channels: the audience reach is greater and it is more likely to receive reinforcing messages. On the other hand, the materials production task multiplies. At the same time, some channels (eg., theater troupes and mobile film, in some contexts) can be expensive while reaching relatively few people.

Strategies which emphasis multiple channels require unflinching trade-offs: likely effectiveness, cost of production, cost of diffusion, potential audience reach and frequency, possibility for sustained use, and available talent.

Good Audience Knowledge. Each of these principles demands that programs be client-oriented and that managers know their audiences well. This responsibility continues after the program is planned and messages are pretested. Programs need to create effective mechanisms for tracking their audiences: the initial shape of an educational intervention is often wrong, even with some planning research. The difficult task is to recognize when things have gone wrong and reshape the intervention in response.

If we know so much, why doesn't it stick?

While many programs do not follow these recommendations entirely, there are communication programs that do, and have demonstrated clear success. Despite initial success, however, the achievements are rarely maintained over a long period. What forces stand in the way of building and maintaining an effective development communication capacity?

First, one should be cautious in asking such a question. Large scale communication programs are often held up against unreasonable criteria. If everyone at risk doesn't change their sexual behavior immediately upon exposure to a six month AIDS education program, many are ready to declare AIDS education a failure. Expectations may be unrealistic.

Similarly, when a public communication effort is evaluated and lasts for one or a few years and then disappears, there is a frequent concern that it has not been institutionalized. While legitimate, the concern should be raised in two contexts: first, was the short term result worth something even if the program lasted only for a few years; second, how does it compare to other similar intervention efforts: do other efforts have longer lives? In many cases, immediate benefits may be enough to justify public communication efforts, even without institutionalization.

Barriers to Institutionalization

Limited Political Motivation. Analysis of the survival of any intervention begins with some reckoning of political winners and losers. Sometimes, political actors are willing to sponsor an intervention because they believe it will do good for 'the people'. However, it is also useful to understand motivation from a more selfish point of view: how will it benefit the sponsor? Public communication, particularly mass media based intervention, does provide some such benefits. Since media based programs are so clearly public, ministries gain credit for doing their jobs. Thus, Ministers of Health can appear on broadcasts advocating immunization and gain public credibility. However, when it comes to doing such programs effectively, investing in research with the audience, and making sure that supplies match demand created by mass media promises, the public rewards are fewer. Thus, political motivation for support over the short term may not last long enough to create a stable and effective communication office within a ministry.

Face-to-face interaction is a highly effective development communication strategy per contact, but the mass media reach many more people at once.

When short term political backing fades, there are rarely others with a direct stake in institutionalizing the activity. Clients of health and agricultural services are demanding services rather than information. Ministries of education face demands for classrooms, traditional educational materials, and higher teachers' salaries. No one is in the trenches with demands for radio-based schooling. To the extent that allocation of resources among government departments is primarily a response to the demands of established constituencies, programs without this backing will have a limited future.

Lack of Fit with Routine. Serious public communication is an unusual activity for a sectoral ministry. Health educators are often given the basement corner office, literally and figuratively. When it comes to a choice between allocating money to radio broadcasts or urban hospital beds (regardless of their relative health benefit), it is difficult to imagine any health service choosing radio. Serious public communication, with its requirements for extended audience research, messages which reflect audience needs as well as expert prescriptions and channel

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The remarkable short term success of some programs has created an expectation that communication programs will always have rapid success

analysis, doesn't have any precedent within most government bureaucracies. It is no surprise that once public communication staff lose outside funds, they find themselves returning to their prior status as basement health educators.

Lack of Skilled Staff. Health education staff are often paid far less and given much less status than others in the ministry. If outside funds are used to retrain or employ skilled communication staff, retention of that staff becomes a major problem once those funds disappear. If a successful program has subcontracted audience research to a market research agency and preparation of media materials to an advertising agency, follow-up programs without outside funds may lack funds to sub-contract services and lack skills to do the work in-house.

These barriers to a sustained public communication capacity are closely linked to one another and produce a lack of stable budgets and staff. Is there any hope that things will improve?

How do we do it better?

Even without the establishment of major development communication capacity at the end of an effective program, there may still be a long lasting effect. The staff may use some of the orientation and skills when outside funding is gone. The health education department may maintain a routine of pretesting or other ministry officials may think about prevention interventions in a more sophisticated way than before. Institutionalization effects do not have to be measured as 'all-or-nothing.' Nonetheless, there is more that may be possible.

The primary prescription is patience. The remarkable short term success of some programs has misled us. It has created an expectation that communication programs will always have rapid success and produce sharp changes under any circumstances. We acted as though such success would be sufficient to motivate institutionalization and that this class of intervention would quickly become standard operating procedure in government departments. On the contrary, we may need to adopt a patient view, both for the effects we achieve and for the institution building we seek.

Patience also relates to what outcomes should be expected from communication programs. Without doubt, some behaviors are open to quick effects. Thus, it may be easy to encourage timely vaccination when vaccination itself is widely accepted and parents are trusting. It is more difficult to discourage smoking among those already well aware of health risks. Thus, the major declines in smoking behavior in the United States, have happened slowly—1 or 2 percent per year over 30 years. For some such behaviors, only the slow shift of social norms, potentially associated with long term public information programs, is likely to be associated with stable behavior change.

Patience means expecting to have to stay for the long haul, regardless of short term success. Two or three years of work—work whose success has depended on involvement of private outside agencies; work that has been successful because it was kept clear of the deadening clutches of ministry bureaucracies—these approaches will bring short term success, but may not be sufficient for institutionalization.

Institutionalization requires, at minimum, a consistent call on budgets and staff. Communication programs may need arrive at strategies which more fully express the support of sponsors and constituencies, such as addressing favored outcomes of senior staff, publicly attributing success to others' work, engaging the press and legislative attention and inspiring enthusiasm. These compromises may still leave room enough to do the real work.

From my perspective, this is both an optimistic time and a time for raising concerns about development communication. We have developed a set of technical approaches which have been shown to affect behavior even in large scale programs. We have not yet sorted out how to make such programs become a long term part of operating agencies. Our best prescription for the future remains patience, some satisfaction with what has been accomplished, and some understanding that strategies for short term success have to evolve into strategies for long term stability. ■

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far beyond a pilot stage of experimentation.

The changes in the world in general have also changed communication planning. The aftermath of the collapse of the Berlin Wall and the trends in social planning and political practice worldwide have altered the base of development action. They have also transferred a theoretical concern with participatory development into a whole environment, where the realities of social adjustment policies, the disappearance of centrally planned economies, the arrival of transitional and often ambiguous democratic forms have to be confronted.

These same forces have inevitably had their impact on communication systems, where pressures for deregulation, privatization, competition and pluralism have opened up possibilities (and hazards) for a whole new set of media actors: private press and radio, grassroots media, alternative media, and novel combinations.

These changes are reflected, for example, in the changing policies of UNESCO's International Programme for the Development of Communication (IPDC), which has diversified both its partnerships and its funding base to match the new pluralism. Some of these innovations are explored below.

The Evolution of Communication Planning

The nature and degree of the support that communication can offer has deepened our understanding of development. When communication was first conceived as project support, the communication infrastructures envisioned went no further than an external communication unit. The technologies involved were audio-visual, group teaching and learning, extension activities and interpersonal skills. "Development" and the role of communication were not questioned to any great extent.

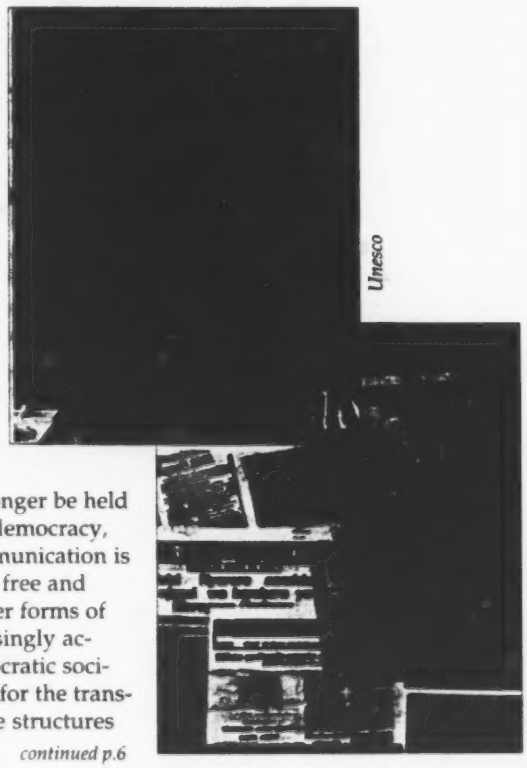
Subsequently, when development was seen as more programmatic, or campaign oriented, communication support grew. It relied on a battery of mass and audio-visual technologies, coupled with extension activities in an often quite sophisticated delivery system drawing on advertising, public relations and publicity techniques, and sociological theory. The theory of development underlying these efforts was still, however, one of modernization.

Later still, when concepts of participation and empowerment and "another development" became more accepted, development communication was more often based on alternative, local and community media, or community analysis and debate. Communication techniques were added which drew from anthropology, qualitative research, psychology and formative evaluation.

Over time, the technological range was extended. New individualized media were made available, including video, audio, and desktop publishing. Larger technologies could also be co-opted to support development, such as electronic mail and low orbit satellite systems. Throughout, however, there was still an implicit assumption in planning that communication was in some sense detached from the developmental process—a support, tool, a catalyst, a motivator—but always external.

There have been several perspectives of the relationships between communication and societal development over the years. But the traditions of communication planning for development, including infrastructures, human resource development, and communication system planning and of communication as an independent entity have remained separate.

A first change in this perception came in the 1980s when information and communication began to be recognized as the fastest growing sector of modern and modernizing societies. This view was reinforced in turn by the treatment of information as a commodity with a value and a value-added potential.


Unesco

Communication and Democracy

In the late 1980s, the pressure for a holistic view of communication in development was growing. Now, in the early 1990s, the two traditions can no longer be held separate. In the pursuit of democracy, open and multi-sided communication is a key concern. Moreover, a free and independent press and other forms of open expression are increasingly accepted as an index of democratic society, not purely as channels for the transmission of information. The structures

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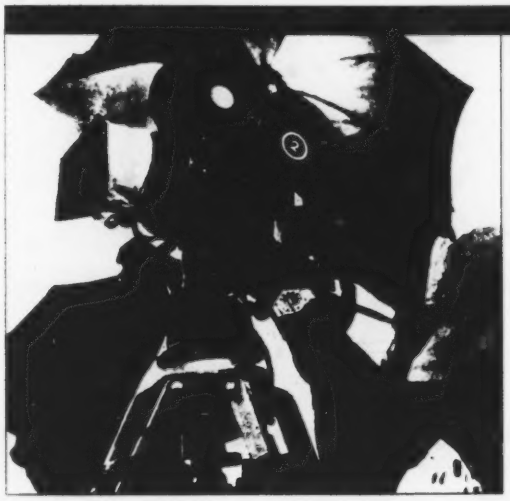
Communication Planning, cont'd from p.5



Unesco

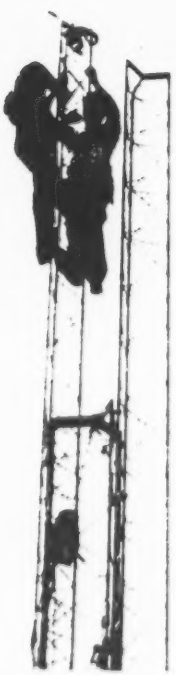
New sets of media actors are changing the possibilities for communication and democracy.

of communication have opened up considerably to embrace new forms which, in the past, were discrete.

There are no longer firm divisions between public and private media. Increasingly, the two are mixed. Development initiatives draw upon the private sector for support and on advertising techniques for inspiration. Individual media services have grown up for special-focus audiences (the Inter-Press Service or the Women's Features Services, based in India, for example), and the mass media spectrum is interspersed with alternative forms. Community radio, for example, has developed sufficiently to justify the establishment of a world association for community radio services—AMARC.

At the same time, the consolidation of new information technologies has opened up new possibilities—of combining satellites and computers, for example, in a multi-media mix which can cross cultural boundaries. (see DCR 75)

What this means is that communication planning for development is increasingly taking place in a real-life, real-time environment in which communication and information are seen as essential elements for democracy, not just marginal supplements. On the other hand, communication planning faces the same constraints of limited resources, pressures of popularization, and of the marketplace. The communication planners, the development planners, the industrial planners and decision-makers are all part of the same scenario.



Communication Planning Now

Change does not come all at once. Nor is it total. Many traditions co-exist and will continue to do so. At UNESCO, for example, the largest project cluster is still concerned with infrastructure building and training for broadcasting and news agencies in Africa. Some significant projects are focused on local media—community radio in Bhutan, and in the Philippines. Others are problem-centered—against drug abuse in Colombia, for population education in Africa—or curricula and teaching materials which emphasize culturally rooted, developmental materials. Projects are underway at all educational levels in distance learning—some featuring interactive methods or the search for appropriate technologies such as computer software for African and Asian languages. In Africa and Asia, rural radio and the rural press are to be combined with basic education and literacy programs in Africa and Asia. For UNESCO, communication planning has many "entry points" of technology, content, problem, or teaching styles.

A new kind of project focus is also emerging, designed to foster participation and diversity in the media and to be critical of the dialogue between decision makers and those affected by decisions. Some of these projects have stemmed from the seminar on press freedom and media independence held in Namibia almost two years ago, which led to a second meeting for Asia and the Central Asian Republics, in Kazakhstan in October 1992. In Africa, there are independent ventures for private, alternative press and publishing activities in Benin, Cameroon and Senegal; in Gabon, women lawyers have established their own journal *L'Egalité;* the Pan African News Agency is rethinking both its policies and its management and resource base. In Kazakhstan, new legislative and management practices for the media are being developed with UNESCO assistance. The overall premise is that governance and the democratic process are not only inseparable from development, but that communication is a main factor in establishing new lines and forms of participation.

These innovations have left a vacuum in the available planning tools; communication planners have not yet found adequate substitutes for older, more comfortable methods of centralized economic planning. The fact that we now have more data and more sophisticated means of data collection and analysis is of limited use if the frameworks within which planning is conducted are either obsolete, or not yet developed.

The field of communication for development urgently needs a more creative coupling of actors, structures and planning processes to find a new balance between liberalization, participation and direction. At least, the effort is now being made center stage and not conducted on the sidelines. ■

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Talking to Development Bankers: Extension Workers Speak Up

by Bella Mody

There are several million of us agriculture extension workers around the world. The departments of health, nutrition, family planning and education depend heavily on front-line extension workers too. Worldwide investment in agriculture extension has doubled in the last decade. We feel good that many economic studies confirm that our labor has contributed significantly to increases in agricultural output. However, we do know that the emphasis on increases in output means that we spend the majority of our limited time in the field with medium and large farmers—not marginal and small farmers who have few other sources of information and need help most. In fact, our agriculture extension departments do not know what advice to give small and subsistence farmers who cannot afford the technologies we are being trained to "transfer" to them. If ability to pay was the criterion, we would never visit them.

If we had our druthers, we would recommend a participatory approach to agriculture extension that puts the farmer first. We would facilitate horizontal communication between farmers with similar constraints and cropping preferences to develop a consensus on their problems and successes. This critical communication from the grassroots to the researchers and extension staff will happen only if we demonstrate that together we can collaborate to resolve their unsolved problems. With this grassroots grounding, we would be in a better position to research answers and share suggestions sensitive to their needs. But this approach implies a fundamental change in how our top-down extension systems are structured.

Magic Multipliers: Enhancing Extension Work?

Present extension design is labor-intensive. No extension worker can present the range of information needed to all farmers. In response, the mass media are being used to extend quality information to more farmers, especially in underserved areas. Accurate extension of research and extension expertise via the "magic multipliers" of mass media exposure can be designed to be very low cost per farmer and can level information differences between large and small farmers, male and female farmers, and farmers who are farther away from headquarters than others.

Specially designed media programs can be targeted at the urban public, politicians and policy makers to ensure that they too understand current problems facing farmers. Unfortunately, the use of cassette recorders to document farmers' needs, program preferences and innovations to help select program topics is neglected. Such "feed forward" or grassroots information flow can help remedy the problem of inappropriate content and form for particular audience groups. Continuous needs assessment is usually not the practice in agriculture extension agencies.

This new use of communication technology provides an opportunity to initiate changes in our normal practice. The technology can serve as a catalyst for structural change to include new client groups, new activities, and a new social organization of work. These changes would change extension work rather than enhance an old structure.

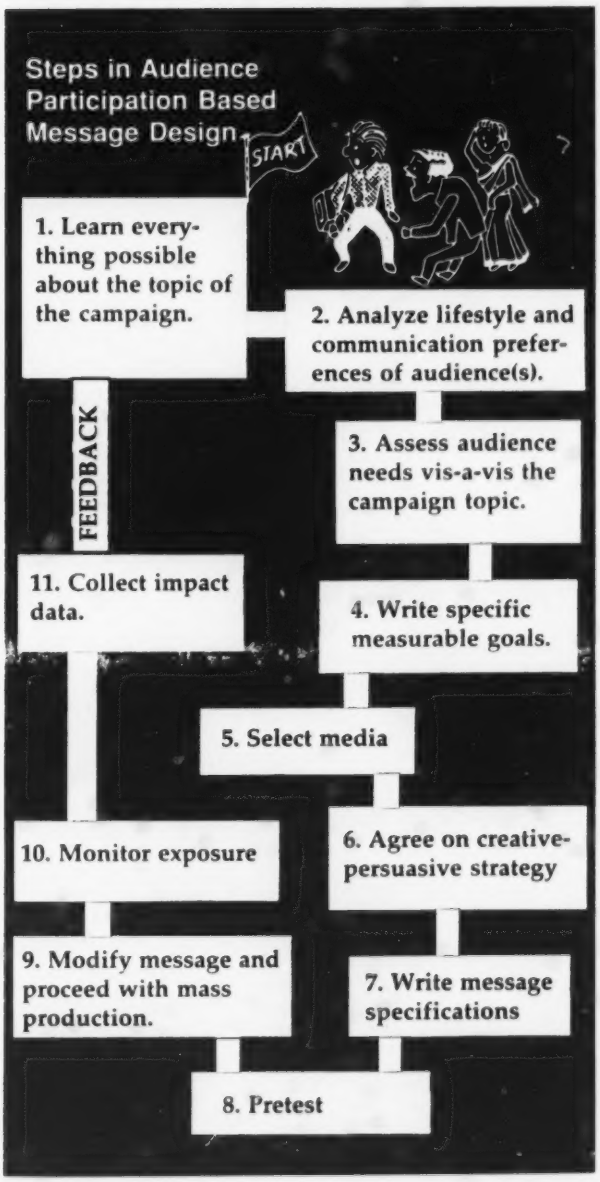
Specific implementation issues that need attention are related to the context of the project, its administrative structure, media channels and agricultural content:

(1) Context: The media work within the organizational context that deploys them. When media are commissioned by the extension system to carry its messages, their use is influenced by the external politics that affect the extension system, and the internal politics of the system itself.

For the most part, agriculture extension's use of media is characterized by low budgets, little or no audience research prior to and during program development, production by jaded government-issue artists, undifferentiated audiences, and the impossible goal of persuad-

continued on p.8

ing low-income farmers to make major changes in their historically-rooted family agricultural practices quickly. When such media programs produced by agriculture departments (and their sister agencies in health, nutrition and family planning) did not work, the recommendation was to parallel the media production practices of commercial advertisers more closely, thus leading to what we now call social marketing campaigns. The fundamental one-way information transmission context of media use in agriculture extension did not change.


Steps in Audience Participation Based Message Design
START
1. Learn everything possible about the topic of the campaign.
2. Analyze lifestyle and communication preferences of audience(s).
3. Assess audience needs vis-a-vis the campaign topic.
4. Write specific measurable goals.
5. Select media
6. Agree on creative-persuasive strategy
7. Write message specifications
8. Pretest
9. Modify message and proceed with mass production.
10. Monitor exposure
11. Collect impact data.
FEEDBACK

(2) Administration: The administrative structures of the classic agricultural extension system, its crop-specific variants, and their more efficient incarnations are modified versions of colonial bureaucracies in the Third World. Note the irony: Innovation-resistant bureaucracies are expected to promote the adoption of innovations among farmers. The rigid structures of large top-down agriculture extension systems cannot accommodate the flexibility required to encourage participation by farmers. Thus, when farmer-first orientations are mandated, they are distorted and adapted out of recognition.

A prerequisite for farmer-first communication design is farmer-first extension design. Formative research for message design, subject matter specialists in the extension agency, and media planners and producers in private and non-governmental organizations would help facilitate this goal. Extension communication is envisioned as a team activity encompassing public and private sector roles. Large bureaucracies run by historical precedent are generally incapable of producing the creative communication design required to attract and hold audience attention.

(3) Media Channels: In the first flush of excitement in the 1960s that saw mass media as "magic multipliers" of messages, little attention was paid to the content or the innovations that would be multiplied. Political scientists, sociologists and psychologists who studied mass communication automatically assumed the content of newly introduced media channels in the Third World would be supportive of national development, and that exposure to these magical channels would automatically lead to what was then called "modernization." The general finding after ten years of media support for development projects in the mid-1970s was no different from the Third World's experience with other development projects that used no media: very little real development occurred by just about any standard, and what little occurred accrued disproportionately to the better-off segments of society.

To development banks and governments who ask whether television is better than radio for agricultural extension, behavioral science research says clearly that audiences learn from all and any affordable media channels. Given availability of media channels that reach farmers, the selection of media channel should depend on the nature of the informational or instructional task (audio, visual or text, color-relevant or not, one-way or two-way, group or individual reception and so on), the information-processing ability of the specific audience segment, and the financial and organizational ability of the extension system.

(4) Media content: The benefits of media use in agriculture have been sub-optimal because the program content was designed (1) without farmer (audience) involvement and (2) without creativity. The greatest advantage can be derived from the use of commu-

nication technology in support of agriculture extension when:

(a) its content and format are based on audience needs and media preferences,

(b) its content is transmitted through a combination of media, and

(3) its content is planned in collaboration and coordination with field extension activities and other inputs.

Each of these three conditions is related to content, not the channels or media hardware. The audience must participate with extensionists in selecting content they need for goal-oriented communication design. Since every medium has its strengths and limitations, the extensionist who is committed to supplying farm audiences with content that meets their needs will rely on a combination of channels--interpersonal, group and mass media.

Recommendations

Experienced extension workers do not recommend media use as a quick-fix addition to a top-down agriculture extension system. Media-based communication attempts are effective to the extent that their process of message design imitates the back-and-forth of sender-receiver dialogue in interpersonal communication. The bureaucrat-to-farmer top-down structure of the existing agriculture extension edifice parallels the old development paradigm and its parallel communication paradigm that was discarded as ineffective in the 1970s.

A unique Farmer-First Extensions and Communication-System must be fleshed out in each setting through local pilot projects. What will be common across countries is clear accountability to farmers, monitored by a continuous audience research and evaluation process that may be undertaken in-house or contracted out. A radio-based dissemination strategy combined with local television or video-cassette and print material (when affordable) and extension support (if available) will probably be the most sustainable agriculture extension media plan, and is perfectly adequate. Funding option include financing low-power television and radio stations as multi-sector rural integrated development information facilities, where they do not exist, as well as other basic materials such as more vehicles, portable low cost audio and videocassette recorders, and laptop computers for rapid data analysis. If basic capability exists in-house, local retraining of existing extension staff as formative researchers would also boost program development.

Media planning and subsequent message design to meet agreed specifications is a specialized activity that would be best contracted out to a creative group that is also comfortable with the notion of proving their utility to farmers through systematic periodic program pretests and pilots. Systematic multi-method social research and behavioral science findings can be taught; creativity in media production cannot. That creativity does not survive in large government bureaucracies is evidenced by the uninspiring quality of present agricultural media programming output. The lack of audience involvement and media producer-audience-researcher interaction results in programming that ranges from know-it-all subject experts and progressive farmers talking down at audiences in one-shot plays with no dramatic value or cultural compatibility with farmers.

Could it be possible that some researcher will be here 10 years from now, in 2002, saying pretty much the same thing? Thomas Kuhn suggested that our critiques notwithstanding, dominant paradigms do not pass away until the power structure and economic conditions that support them change. Criticism of the orthodox top-down extension approach is a critique of neo-classical theory as applied to agriculture. Development banks are large agricultural extension lenders in developing countries; it is important that they contribute to change the rhetoric *and* the reality of agriculture extension.

■

Adapted from "Energizing the Communication Component in Agriculture Extension" presented at the World Bank's 12th Annual Agriculture Symposium in 1992. Bella Mody specializes in communication technology and international development issues at the College of Communication at Michigan State University, Department of Telecommunication and Urban Affairs Programs, 130 West Owen Hall, Michigan State University, East Lansing, MI 48824-1109. E-mail; 21811MGR@MSU.bitnet tel: (517) 336-3378; fax: (517) 355-1772.

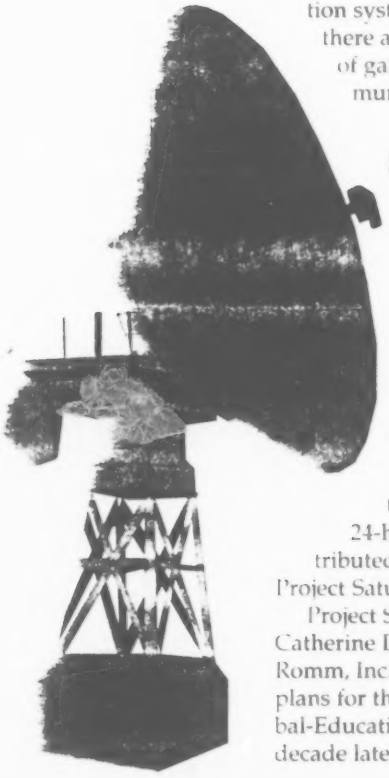
Experienced extension workers do not recommend media use as a quick-fix addition to a top-down agriculture extension system.

The Growing Potential of Communication Technology: Project Saturn Global

by Andrea Bosch

The world is a very small place indeed. Environmental forums remind us that reductions in rainforest in one part of the world and increased carbon emissions in another, affect the whole globe. Population and health problems, food shortages and low literacy are local and global issues commanding the attention and action of an informed world community. Whether we like it or not, the earth is a small place and we are intrinsically linked and interdependent upon each other.

With advances in communication technologies, these links can be more than just images of faraway people with faraway ideas. Through satellite technology it is possible to reach into the crevices of the earth to trade information and communicate with people from the hillside to the shores of a remote land. For the field of development communication, this presents an amazing opportunity which opens doors to unprecedented conversations and activity. And in a world climate which is advocating privatization and communication systems free of government control, there are new and interesting methods of gaining access to advanced communication systems.



Project Saturn-Global

One entrepreneur dedicated to children's education and world health issues is showing how a partially non-profit, partially for-profit, nongovernmental organization can communicate with people around the world. Electro-Romm, Inc. in a joint venture with World Audio Libraries, Ltd has developed the world's first all educational, 24-hour-a-day internationally distributed satellite radio network—Project Saturn Global.

Project Saturn Global is the brainchild of Catherine D. Kahn, president of Electro-Romm, Inc. In 1982, Kahn set down the plans for the world's first independent Global-Educational Radio Network. Now, a decade later, she is preparing the network's first international satellite tests, signing up Saturn Global Country Partners and training broadcast teams worldwide.

KAHN: "Our signal will originate daily from Los Angeles at 1600 hours GMT. The entire transmission will reach around the world with testing being done at stations in the North Pole, South Pole, east to Europe, Africa, Asia and back to the North American continent. Additional testing will be held on ships at sea and airplanes. Our PSG signal will illuminate the entire surface of populated earth ... remote reception from the banks of the Amazon to mountain villages in Nepal. From ocean going vessels, to airplanes in flight and to every city, town and village and to people...everywhere."

Project Saturn Global and other world satellite systems are largely the result of NASA innovation. For PSG, initial projections indicate an average daily audience of over 100 million listeners within the first 24 months. While the network began worldwide satellite tests on April 15, 1992, the actual network launch time is scheduled for January, 1993 with worldwide coverage scheduled for April, 1993. The network has already been on the air testing throughout North America (the United States, Canada, Mexico, Caribbean Nations and the Hawaiian Islands) for six weeks, and can be monitored on GALAXY 5 Transponder 7 5.7975 MGHZ, at 3.5KZ).

With the emphasis on education from primary school through high school, Project Saturn's programs reach all ages with subjects ranging from fairy tales to computer technology. The daily programming is drawn from an audio library of over 2,000 educational audio presentations with an average program length of 25 minutes. Programs are repeated every eight hours to accommodate global time zones and include hourly educational news featuring contributions from over 200 individual in-country PSG News Bureau Partnerships.

Program Agenda and Distribution

In addition to other programming, The Saturn Foundation, the nonprofit component of PSG has designated over 5,000 30-second public service announcements to be

aired annually for education in the prevention of cholera and dysentery. These spots will play on a regular daily basis worldwide and be distributed to worldwide radio stations in the seven official languages of the United Nations. Called the "Boil Your Water/ Wash Your Hands" campaign, these programs advocate basic hygiene. PSG-NIGERIA among other Saturn Partners throughout Africa, Asia and South America are working on a series of regional musical concerts to reinforce these messages.

PSG exemplifies the potential of satellite programming. It can be distributed over standard radio broadcast where time and space is available, through audio cable, satellite receiver downlink, and telephone by party line. The PSG research and development division has developed a solar powered-transceiver/ satellite downlink especially for use in third world countries. This system will offer viable PSG listening in remote areas while retransmitting the signal up to two miles farther either by FM or AM frequency. Reception is easy and affordable and is recommended through solar powered low cost transistor radios currently off the shelf in the Asia radio marketplace.

Communication: Granting Access

PSG is creating news divisions in each participating country. The news division will be responsible for coverage of their own country's educational news as it applies to a global audience and in the production of their own "Country Day" as celebrated on PSG. The country day is one of three broadcast days per week dedicated to an individual country. During that day's broadcast schedule, dozens of 60-second news items about the chosen country are broadcast worldwide. At the end of the broadcast day, the local news division is honored and takes part in the presentation of a one hour special program salute to their country. The program is run three times during the 24 hour broadcast schedule and is offered for sale to the listening audience by audio cassette through the PSG program mail order service.

In accordance with the goals of the United Nations, Project Saturn has also committed thousands of 30-second Public Service Announcements to The Peace Corps, WHO, UNICEF and many others.

Funding in a Capitalist World

Perhaps one of the most interesting aspects of Project Saturn-Global is how it is funded. Project Saturn Global is not affiliated with any government, religious or political organization. Instead, it is commercially sponsored with the majority of its funding generated by the institutional advertising of large corporations which promote ideas and products on the air.

As an entrepreneurial endeavor, Project Saturn Global aims to be useful to sponsors around the world. With this in mind, PSG has begun to include in-country promotional events advertising in its monthly International Program Guides as well as unique international licensing opportunities for its advertisers. PSG has 92,000 commercial availabilities annually and hopes to be self-supporting within 18 months.

For the listeners, the network is aired free of charge. Programming is available to radio stations, cable stations, for audio channel distribution and in some cases, via telephone to the general public.

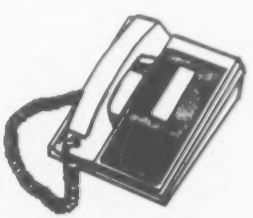
Satellite Technology: The Future

Now, firmly in the Information Age, the globe continues to shrink. With privatized funding mechanisms and the communication technology to transmit messages around the globe instantly, the field of development communication is surely seeing a new dawn. The potential of the communication era for developing countries continues to unfold. ■

Those wishing to take part in the development of Project Saturn Global may write to: Project Saturn Global(PSG) Attn: Development Director 691 S. Irolo St. Suite 2008 LA, CA 90005 USA tel: (310) 285-3655; fax: (213)-388-4222. PSG-Program Demonstration Telephone: (213) 891-3959

Prospects for the Future: The Telephone Tutor!

As part of its future global educational agenda, PSG has initiated development on a Telephone Tutor. This system will hold between 3-5,000 educational audio/ visual programs which can be accessed over a common telephone. Participating in-country telephone companies will be encouraged to allow local calling access with a minimum monthly flat rate access charge. The programming will be translated into the seven official languages of the UN. A prototype was demonstrated earlier this year with actual manufacturing and implementation to begin in 24 months.



Variations in Technology: Computer Drawing Made Easier

by Cliff Missen

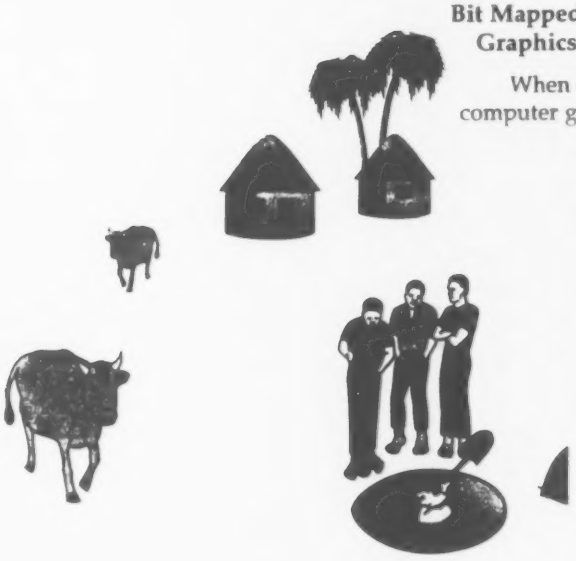
O.K. Call me lazy. But when I'm in the situation where I need a good graphic to highlight a point in a brochure, poster or video, I panic. Or at least I used to. A new generation of computer drawing packages has changed my outlook and may be changing the way communicators design materials.

Unless one is a natural artist or has plenty of free time, creating original graphics can be a tedious, if not painful, task. For development communication projects, we know that our work needs to be field tested and reworked several times before the product is final. For those of us who work in several communities simultaneously, graphics may also require many versions to suit local needs.

Over the past few years, a quiet revolution has occurred in the world of computer graphics. Programs have become cheaper, more specialized and easier to use. Today's computer graphic technology promises many practical choices for the creative development communication specialist. (see DCR 73, p. 10)

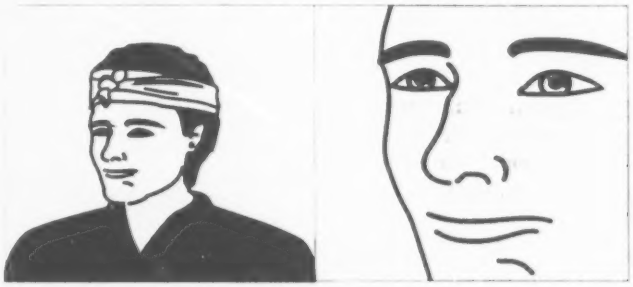
Bit Mapped vs. Vector Based Graphics

When choosing between computer graphics programs, it is useful to understand the underlying technologies and their advantages. Most older and many contemporary computer illustration programs employ bit mapped graphics. Using bit mapped software, one draws as if on a grid, turning individual points called pixels on or off. One can change the color of these pixels, change whole groups of pixels at one time, or cut and paste pixels from one drawing to another.



A vector-based image used for training in well digging.

Vector based drawing software, a newer technology, uses techniques borrowed from architectural and mechanical design programs. Instead of patterns of pixels, the vector based software defines the parts of the drawing as mathematical equations. A line has a beginning point, an end point, and a certain degree of curve in between. It can then be filled with a particular pattern or color.



Vector-based enlargement printed from Corel Draw software. (stretched from the drawing on the left)

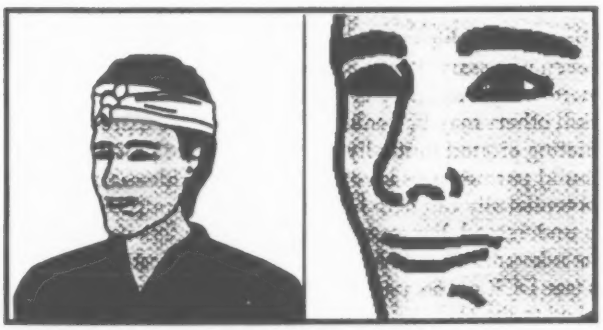
Each element of the vector based illustration is a separate object which can be assigned qualities like width, color, texture, and orientation. To alter a vector based graphic, one can point at the object and simply indicate, "make this green" or "make the outline larger" and the computer does the rest.

The difference between bit mapped and vector-based software is obvious when changing a graphic. Drawing a bit mapped graphic is much like painting on a canvas—one applies paint continually covering the old with the new. With vector-based software, drawing is more like arranging cut-out figures on a felt board—objects can be repositioned endlessly by overlaying, rotating, and tilting the artwork. Vector-based files are also much smaller than many other graphics files, and therefore, easier to transport from one program to another.

Bit mapped graphics have certain limitations: one must create the graphic in its intended size or suffer distorted images if you change the size of the graphic. This is the source of those saw-toothed drawings often associated with computers. With advanced vector based drawing software,

however, resized graphics remain clean and undistorted from pocket guides to poster art. If one enlarges a graphic to twice its original size, the software simply doubles the appropriate parts of the object's equation and redraws the object accordingly. Once drawn, an object can be resized and reused over and over which makes it easy for the communication specialist to develop a toolbox of ready-to-use images.

Most importantly, you don't need to be a math wizard to use any of these drawing packages. The internal workings of vector based software are hidden behind clever user interfaces which make drawing easy. For example, to define a curve the artist is given a set of handles at each end of a line which can be adjusted to bend the line and create any kind of curve imaginable.



Bit mapped enlargement printed from Corel Photo Paint.

The Possibilities are Endless

All computer graphics can easily be integrated with text through desktop publishing for textbooks, manuals, newspapers, posters, brochures. It is one of the biggest advantages. Vector-based software can also expand to meet other communication needs. Because the software can manipulate text and graphics, it can lay out slides and title videos easily. Through integrating the media, crisp color slides can also be made with a standard computer slide recorder.

While older and less versatile, bit mapped software still provides the only way to edit images, such as photographs, which have been scanned into the computer. Most vector based software can integrate bit maps into your artwork.

Hardware and Software

There are many low-cost bit mapped and vector-based softwares available. An IBM personal computer (most programs require Windows software, thus requiring a 286 processor) or a Mac SE will run most drawing packages. As with anything graphic, one wants as much RAM memory and disk storage space as possible and faster machines are recommended, but not necessary.

Printer choice is a matter of quality. A laser printer which supports PCL5 or Postscript will provide the best output with the least jagged edges. Standard dot matrix printers produce excellent drafts and, if necessary, can produce final copy.

The advances in computer graphics have revolutionized publishing, advertising and graphic communications. With reduced costs and better quality software, there is no reason these advances cannot enhance the lives and effectiveness of development communicators everywhere. ■

Cliff Missen is the Director of Wellspring Africa, a small non-profit organization which is reviving hand powered water well drilling technology for village level development. He is also collecting a database of vector based clip art pertinent to third world development. Contributions are welcome. He can be reached at: 715 George Street, Iowa City, IA 52246 USA. Internet: Cliff-Missen@UIOWA.EDU tel: (319) 335-7880; fax: (319) 335-7330.

Wellspring Africa presents

Drilling Wells by Hand

This vector-based logo can be integrated over and over onto posters, brochures or videos.

Selecting Grassroots Alliances: Practical Considerations

by Moncef M. Bouhafa

A relatively recent addition to development communication theory is the use of strategic allies and partners for either "demand generation" campaigns or to ensure that services are used effectively. Through the practical application of social mobilization in the field, strategic allies have been identified as key factors in achieving tremendous gains in immunization coverage and family planning in developing countries—especially in areas where the reach of the mass media is limited.

Allies have always been important. In the 1960s, an Indonesian Family Planning Program showed that involving strategic allies could result in increased success. In the 1980s, child survival campaigns used the private sector to help broaden the perception of preventive health from a "medical" issue to one that is vitally important for the community as a whole. Recent experience in social mobilization with the police in Latin America, soldiers in Africa, well-known playwrights in Nigeria, and teachers and religious leaders everywhere points to the same lesson—when we involve others, programs can achieve more.

Identifying Partners

Unfortunately, finding potential partners in some countries, like Nigeria, can take several months and be relatively expensive based on the large number of nongovernmental organizations (NGOs) and large areas alone. In some smaller countries, NGOs may be scarcer but data on the reach of the organization may be limited. While the initial effort may seem great, the simple counting of allies will not help to evaluate their credibility (or lack of it) and their potential virtue or harm for a program. The care involved in building alliances is important.

In order to ensure that the right allies are used to the maximum effectiveness, they need to be identified and involved in a systematic manner. The social mobilization analysis (SAM), a well researched tool, is a comprehensive assessment of a country's mass media as well as a look into community level networks. The guidelines for the SAM have been developed through many years of practical application and are regularly refined based on field experience. These guidelines, available through the Programme Communication Section of UNICEF's New York office, provide a practical methodology which can be adapted to a specific country situation.

Building Partnerships

Building partnerships with *all* local organizations is not easy or even necessary. While some may not be interested, other interested groups may lack valuable community credibility. Still others may be "enlistable" but require extra skill in negotiating around mutually felt benefits. One practical way to build partnerships involves exchanging ideas about how a potential ally can help in language that group members can understand. For example. religious leaders understood the relevance of the Facts for Life communication projects (see DCR no. 66, page 8), when health messages were linked to the Holy Koran through the Child Care in Islam Initiative. Agricultural extension workers in Ghana included health messages in their work only when they saw benefits to their own drive for increased food production at the community level. Defining mutually felt interests helped the groups build commitment and alliances so both partners could benefit.

Assessing the Allies

The more information one hasabout potential allies, the better. An organizational analysis (or strategic allies and partners study) combines the criteria necessary for an ally to be useful (see chart) with other project information. Gener-

Sample Chart Assessing Criteria for Potential Allies and Partners

Potential Resource	Communication Ability	Access to Target Groups: Primary	Secondary	Credibility with Target Groups: Primary	Secondary	Commitment to Project Objectives	Capacity to be Mobilized	Decision
Drug Sellers	yes	yes	no	yes	no	no	no	no
Muslim Leaders	yes	yes	no	yes	no	yes	yes	yes
Church Leaders	yes	yes	yes	yes	yes	yes	yes	yes
CDR's	?	yes	yes	yes	no	yes	yes	yes

ally, qualitative research that uses directed interviews with organizations and establishes baseline data about each potential partner can provide helpful data. The resulting annotated inventory of organizations is much more useful than a mere listing, particularly when matrices are used, as in this example from Ghana. They provide a means of comparing organizations on scores of overall criteria.

The secondary analysis of partners can be facilitated by the use of another simple matrix presently gaining acceptance in West Africa. The matrix is used after the inventory and is introduced in structured workshops where decisions are made about priority partners. Each organization in the inventory is assessed as to its most useful role in the program (development, financing, implementation) as well its relative importance (critical, important and useful).

This simple framework can help avoid a "laundry list" approach to allies and can help identify agencies as potential donors with and without technical capacity. It can identify certain organizations with tremendous credibility within the community and match them with technical experts. At the same time, organizations that lack credibility with the community but are politically powerful can be listed as "useful only when absolutely necessary."

Coordinating the Results/ Reaching Your Partners

Following their identification, potential allies need to become integrated into the program. This involves a number of negotiating skills and a great deal of coordination. In some immunization programs, coordination meetings were held on a daily basis for three months. In Ghana, a structure of social mobilization committees was put into place at regional, district and zonal levels.

The organizations need to understand the goals of the program and their role as early as possible. Simply worded, non-technical communication material is needed. The first activity in many cases includes a short meeting with all the allies in order to distribute this information, seek feedback, and define an integrated strategy. In some cases, further negotiation must take place. For example, in order to use the village chiefs in Senegal, the Ministry of the Interior first had to be convinced.

Finally, before the allies are expected to work together, a mechanism to handle internal communication and activities should be set up. Once designed, it is important to work as much as possible within these existing mechanisms. In Ghana and other areas, social mobilization committees have

continued on p.16

Criteria and Questions for Selecting Allies

ment when choosing an ally is to make sure they can bring additional reach to your communication objectives. Do they have large numbers of staff? Are these staff spread throughout the country where the beneficiaries of your programs are located? Do they have their own internal means of communication (such as a newsletter)? How are they structured? These are among the questions that need to be asked early on.

The mass media are often an automatic choice under this heading. School teachers in Senegal, two popular singers in Nigeria, an Egyptian soap opera producer, and popular theater producers in Nigeria and Burkina Faso have also become important allies for communicating health messages.

2. Allies must have access to families. To what extent does the potential ally have genuine access to families within communities that you are trying to reach? How close are they to your target audience?

Community organizations, such as the Naam village movement in Burkina Faso, and religious leaders in Sierra Leone and Indonesia have proven to be important allies in communicating basic health messages. Village chiefs in a number of African countries were also very strategic in achieving increases in immunization coverage.

3. Allies must have credibility with the community. Some organizations may be very powerful in terms of reach, but have little local credibility. Are they respected? With whom?

Paramount chiefs in Sierra Leone, and private press leaders in Morocco and elsewhere have all added credibility and mobilized communities for national immunization programs. Independent political parties may also become more significant allies in the 1990s in Africa with the trend towards democratic pluralism.

4. Allies must have overlapping interests. Allies must be committed in some way to your program objectives (whether child survival or environmental education). What are their own interests? How do these fit with your program?

International NGOs as well as multinationals often have mutual interests with health programs. Rotary International, for example, has become a key ally in worldwide immunization programs. In Gabon, a recent analysis revealed the potential interest of some multi-nationals to join in promoting breastfeeding.

5. Allies must have technical competence. What are the technical capabilities of the organization? How are these organized? What kinds of training have the staff received?

Advertising agencies, market research companies in Morocco and in Egypt have contributed their technical skills to family planning programs. In addition, alliances of performing artists in The Congo and in other West African countries have helped identify and convince producers and playwrights to develop communication materials.

been established to keep the program coordinated and operating. There is no ideal structure for social mobilization, however, because it is dependent on what is available in each country.

Building alliances is based on experience. Currently, Nigeria is undertaking a major social mobilization analysis in order to identify strategic partners at many levels. Ghana is assessing the impact of the social mobilization committees set up to involve partners. In time, both exercises should provide more useful lessons on how to successfully involve and integrate strategic partners in communication projects. ■

Moncet Bouhata is the Senior External Relations Officer in UNICEF's regional office for West and Central Africa and is responsible for communication strategies in the region. He can be reached at: UNICEF, BP 443, Abidjan 04, Cote d'Ivoire. tel: 213131; fax: 225 227607. Luis Rivera, Gary Gleason and Sylvie Cohen also contributed to the development of this methodology.

Spreading News and Literacy in Nepal:

A novel kind of print material, the wall newspaper, has come to be accepted as an alternative means of communication among rural populations in Nepal. Widely distributed, the newspaper presents graphics, photos and printed materials in large type on one side of a large news sheet.

When villagers receive their wall newspaper, it is pasted on public premises such as village chautaras (public gathering spots), school and office walls. Passers-by stop by the newspaper and read the information materials during work breaks or community gatherings.

Need for an Alternative Press

Access to information is basic right of human beings guaranteed by the Constitution of Nepal. In reality, however, the majority of the people do not enjoy this right. The conventional modes of mass communications have a heavy urban bias and publicize predominantly urban events and ideas. The result has been that the general masses have not been able to benefit from the mass media or other means of information. While a glut of reading and audio-visual material is available in the urban centers, there is a severe lack of informational materials of any kind in the rural areas.

The Nepal Forum of Environmental Journalists (NEFEJ) with assistance from the World Conservation Union (IUCN), has been publishing a wall newspaper, Batabaran (Nepali for the environment), every two months for the past three years with the objective of compensating for the lack of relevant news and information in rural villages, providing a forum for rural events and issues and raising environmental awareness.

The wall newspaper offers the advantages of print and visual media and is an effective medium in communities where the literacy rate is growing but the purchasing power of the people is very low. The principal motto is: "Large type, simple language, true stories, a lot of pictures and graphics, and above all, accessibility for readers who

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आगो वनको शत्रु हो

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The Batabaran Wall Newspaper

are economically among the most deprived people in the world.

Language and Subject Matter

Although the literacy rate in Nepal is still very low, there has been positive progress in the last few years. In order to cater to the needs of the neo-literates and influence local leaders and policy makers, the wall newspaper is published in simple Nepali. While the wall newspaper aims at promoting the messages of conservation and sustainable development, many agencies support it as an important post-literacy material.

Batabaran highlights successful village experiences in conservation and environment protection among local readers. It also publishes information on the perils of destroying the natural environment.

Stories are timed to coincide with certain routine activities in the villages. For instance, during a period of regular fires, Batabaran presented a story on how to avoid such disaster. During boughts of child sickness, Batabaran published illustrated stories on how to prevent diarrhea and prepare oral rehydration solutions.

National and international environmental issues are also highlighted in Batabaran with accompanying photos and illustrations. These articles enable villagers with little exposure to global events to become more aware of their world.

Collection of Material

Batabaran has been successful for many reasons, but its method of material collection and connection to the people in the villages are two of the key elements. In order to maintain the interest of the villagers, members of the Batabaran Forum, all professional journalists, regularly visit rural areas to collect relevant material and to write stories in the average villager's language. The material is then printed using two colors and using the artwork and quotes of readers.

Distribution

Distribution of the newspaper is undertaken by the Forum itself through the postal system and government and nongovernmental agencies directly or indirectly involved in conservation efforts. Each wall newspaper is intended to benefit a large cross section of the village masses.

Popularity

Nepal's success with the wall newspaper has attracted the interest of other organizations in South Asia. The Energy and Environment Group of India has begun producing a similar newspaper and interest is gradually building in other South Asian countries.

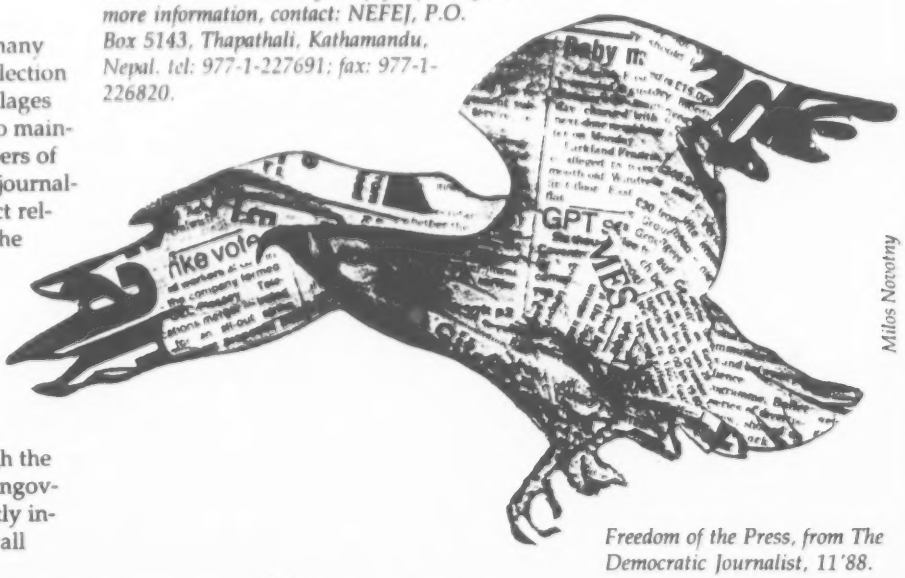
Evaluation

The Forum evaluates its program every year and the identified shortfalls are corrected in the succeeding programs. The wall newspaper undergoes a similar evaluation process. Members of the Forum gather villagers' opinions of style, subject matter and pictures while traveling in the rural areas. They subsequently hold discussions among themselves before giving approval for publication. The Forum also receives feedback from readers through government and nongovernment agencies.

Overall, the wall newspaper has proven to be a huge success in providing rural villagers with their own source of news and as a support for literacy in rural Nepal. As an alternative to a primarily urban press, the wall newspaper is giving new meaning to the news.

■

Adapted from an article written in NEFEJ Newsletter and edited by Sanjay Upandhya. For more information, contact: NEFEJ, P.O. Box 5143, Thapathali, Kathamandu, Nepal. tel: 977-1-227691; fax: 977-1-226820.



Milos Novotny

Freedom of the Press, from The Democratic Journalist, 11'88.

Participatory Communication for Social Change: Reasons for Optimism in the Year 2000

by Jan Servaes and Randy Arnst

The face and expectations of development communication have changed over the past two decades from approaches which purely facilitate "technology transfer" to more participatory methods. Communicators, development professionals, and indeed, many world leaders are recognizing that in order to promote social change, they must work with the groups they wish to help to share ideas, develop new ideas and negotiate knowledge. While theories of participation are not new, practical experiences have shed light on realistic ways of involving people.

Participation Begins with People, Not Projects or Policies

The predominant approaches to development communication originated in the West and saw the relationship as unilinear, from "source/developer" to "receiver/developee." Development and development communication have been, and remain, largely an approach of unidirectional marketing and monologue planned to change behavior in a predesigned manner. But participation has increased in popularity and become more important in development communication projects. With participation, people gain real control over resources and processes under which change/development is expected to occur. And perhaps, as it has been suggested, it is only through participation that sustainable social change can be achieved. Information may be simply disseminated; knowledge, meaning or social change cannot.

If the goal of the development effort is to assist the poor, the endeavor should begin in their context, not in the planning office, not in the research station, and not from theories and constructs of far-removed institutions. As a result, participation is not a supplementary mechanism "diffused" to expedite external agendas, or a means to an end. It is a legitimate goal in itself.

Rural people possess a wealth of knowledge germane to peers, development personnel, and academicians. Indigenous knowledge can provide a different understanding and analysis of a situation which was formulated in response to the environment and relevant cultural issues. The claim is not that rural farmers are the foremost experts in macro-level planning, but they are often the most qualified to decide how, or if, such information applies at the local level.

This group is analyzing a problem conveyed through pictures and discussing various options.

Towards a Participatory Communication Model

We perceive a number of changes in the field of communication for social change which are reasons for optimism, and which will also have considerable consequences for communication planning and policymaking:

❖ The growth of a deeper understanding of the **nature of communication** itself: Since the 1970s, the emphasis of communication has become more on the process or exchange of meaning, the

social relationships created by communication and the social institutions and context which result from such relationships.

- A new understanding of **communication as a two-way process:** Today, the interactive nature of communication is increasingly recognized. At least conceptually, communication is seen as fundamentally two-way rather than one-way, interactive and participatory rather than linear. Communication has to be looked upon as a constructive process to build and share means of understanding.

- The trend towards **participatory democracy:** The end of the colonial era has seen the rise of many independent states and the spread of democratic principles, even if only at the level of lip-service. The world's communication media are still largely controlled by governments or powerful private interests, but they are more attuned to and aware of democratic ideals. At the same time, literacy levels have increased and people's ability to use communication technology has improved. Compared to a few decades ago, more people have access to the mass media.

- Recognition of the **imbalance in communication resources**: The inequity of communication resources between different parts of the world is increasingly recognized. As richer nations develop their resources, the gap becomes greater.

- Recognition of the 'impact' of **communication technology:** Some communication systems (e.g., audio- and video-taping, copying, radio broadcasting) have become cheap and so simple that the rationale for regulating and controlling them centrally, as well as the ability to do so, is no longer relevant. However, other systems (for instance, satellites, remote sensing, transborder data flows) have become so expensive that they are beyond the means of smaller

countries and may not be accessible to local environments.

- A new understanding of the **integration of communication channels:** Modern mass media and alternate or parallel networks of folk media or interpersonal communication channels are not mutually exclusive. They are more effective if appropriately used in an integrated fashion, according to the needs and constraints of the local context. The Western model of the mass media is seldom truly integrated into institutional structures in Third World societies. However, modern and traditional channels can be effectively combined, provided a functional division of labor is established and the limits of the mass media are recognized.

Watch out! Barriers to participation

- Rigid and general strategies for participation are neither possible nor desirable. It is not an innovative formula that "experts" use to diffuse information to the masses. It is a process that unfolds in each unique situation. Authentic participation, though widely espoused in the literature, is not in everyone's interest. Such programs are not easily implemented, highly predictable, or readily controlled.

- Behavioral response to planned mes-

continued on p. 20

If the goal of the development effort is to assist the poor, the endeavor should begin in their context

Participatory Communication, cont'd from p.19

UNDP

These participants are analyzing the possible roles of a pump committee in their village through a variety of "props." (activity from Tools for Community Participation, by Lyra Srinivasan.)

sages is not participation. Neither is it a strategy to make "target audiences" feel more involved. Striving for behavioral change is a means to an end, but should not confused with participatory methods.

❖ Participation can involve the redistribution of power at local and national levels. As such, it directly threatens those whose position depends upon power over others. Reactions to such threats are often manifested as less visible, yet steady and continuous resistance.

❖ The interaction between development organizations and rural people is indeed cross-cultural communication. Various groups structure, indeed live within, different realities. A major assumption of development practitioners is that their own logic and world view is correct, universal, and applicable to all.

❖ Participation should not be construed as the inclusion of the poor in government programs and services, but rather the inclusion of government programs and services as per the informed and autonomous choice of the poor.

❖ The assertion of a knowledge gap, of a disparity in valid knowledge between "experts" and local people, is wrong--unless the "experts," through cooperation and learning from local people, can apply their knowledge in the context and to the benefit of local "expertise."

❖ Participation does not always assume cooperation or consensus. It can often mean conflict and usually poses a threat to existing structures. As a result, the question whether participation is appropriate in all contexts should be raised.

❖ Attitude is paramount for the facilitator. She or he must truly believe the participants are not only capable, but are indeed the most qualified persons for the task at hand. Some of the most threatening obstacles to participation are large egos. The most important expertise, technique, or methodology cannot be diagrammed. What is needed is a change of attitude, the patient fostering of trust, and the ability to listen. ■

Jan Servaes is a Professor of International Communication at the Catholic University of Nijmegen in the Netherlands, and visiting professor at Cornell University in the United States. He coordinates the Participatory Communication Research Network, and is involved in the UNFPA/UNESCO project on Integrated Approaches to Development Communication. Randy Arnst is program coordinator for a number of communication and education projects of World Education in Laos. For further information, write to Weezenhof 64-29, NL-6536 AV Nijmegen, The Netherlands. tel: 31-80-444545; fax: 31-80-613073.

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Books

Entangling Alliances: How the Third World Shapes Our Lives, by John Maxwell Hamilton, seminar guide prepared by Elise Storck and Joan Joshi, Seven Locks Press, P.O. Box 27, Cabin John, MD 20818 USA, tel: 800-537-9359.

This book traces the connections between events in the Third World and the effect they have on the lives of people in industrialized countries. The supplementary guide presents exercises for students to go through to learn how they can deal with the real issues policy makers address everyday. The exercises set the stage for problem solving and show participants how they can use their community as a laboratory for change. The guide provides detailed instructions for each exercise. An excellent tool for interactive training or seminars.

Communication in Development, edited by Fred Casmir. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 USA. Cost: US$32.50, 352 pages.

Fifteen authors from around the world offer their perspectives of the role and approaches of development communication. From Wimal Dissanayake's Buddhist approach to Guido Grooscors' essay on communication policies and development, this book gives a broad spectrum of theoretical and practical information about the evolution of the field and where it is today.

New Communication Technologies: Research Trends, Reports and Papers on Mass Communication, no. 105. Unesco, UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 USA. tel: (301) 459-7666; fax: (310) 459-0056. Cost: US$10.

This document and the others in the series analyze the role of mass communication in developing countries. While most of the research conducted on mass communication has been done in industrialized countries, the authors look at research emerging from both developed and developing countries. This report looks at legal issues, cultural issues involved in new communication technologies and their relationship to social change and democracy.

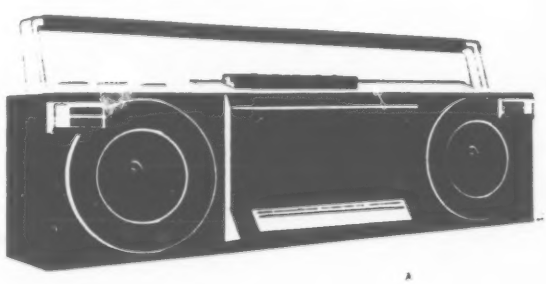
Speaking Out! A Women's Radio Forum

Radio Internacional Feminista or Feminist International Radio Endeavor (FIRE) is a new radio program broadcast once a day in magazine format on Radio for Peace International, a shortwave radio station in Costa Rica.

FIRE can be heard at 0600 and 0030 UTC (Universal Coordinated Time), 15.030 MHz and 7.375 MHz. Presently, broadcast in English, FIRE will soon expand to a second Spanish hour and plans to continue to add other languages later.

Listeners are invited to send tapes of programs about womens' issues. They should be recorded in mono, be less than 60 minutes each, and be on professional quality tape. The sender's name, address and phone number should be included.

For more information, contact: WINGS, P.O. Box 5307, Kansas City, MO 64131, USA. tel: (816) 361-7161, or Radio for Peace International, Apdo. 88, Santa Ana, Costa Rica, tel: 50 6-49-1821.



Low Cost, Reliable FM Transmitters

Petrie Telecommunications, Ltd. announces the availability of low power broadcast transmitters and engineering services catered to small remote communities. For a package of transmitter, antenna and 20 meters of RC8/U cable the cost is: $1895 Canadian dollars. Engineering services include: calculation of VHF and UHF coverage area for a broadcast station; design and manufacture of specialized antennas; and planning to ensure the most economical broadcast service. For more information, contact: Petrie Telecommunications, Ltd., 22 Barran Street, Nepean, Ontario, Canada K2J 1G4. tel: (613) 825-1560; fax: (613) 825-2249.

Books and Audiovisuals

Ten Practical Tips for Business and Economic Reporting in Developing Countries by Paul Hemp 50 pages. The Center for Foreign Journalists, 11690-A Sunrise Valley Drive, Reston, VA 22091, USA. tel: (703) 620-5984; fax: (703) 620-6790. Cost: US$5. Bulk prices available.

A handbook on covering the financial world for working journalists. Written by a Boston Globe business reporter, the book draws on actual examples from business reporting in the developing world. Includes tips for clearer writing, more interesting coverage, improving accuracy and gathering information. Includes a glossary of common technical terms in business reporting.

A Passion for Radio: Radio Waves and Community, edited by Bruce Girard, Black Rose Books, C.P. 1258, Succ. Place du Parc, Montreal, Quebec H2W 2R3 Canada. 212 pages. Cost: US$19.95. English, Spanish and French.

Written by people actively and passionately involved in the medium, this book presents the experience of twenty alternative radio stations located around the world. From the Salvadoran guerrilla-operated Radio Venceremos to the native-owned Wawatay Radio Network in Northern Ontario, the book describes the role alternative and community radio stations play in giving an ear and a voice to those at the margins of society. Bruce Girard, the editor, is the founder of the World Association of Community Radio Broadcasters (AMARC).

Effective Nutrition Communication for Behavior Change: Report of the Sixth International Conference of the International Nutrition Planners Forum (INFP) by Cheryl Achterberg, The Nutrition Foundation, Inc., 1126 Sixteenth Street, N.W. Washington, D.C. 20036, USA. 24 pages. Cost: single copies free to people in developing countries. English, French, Spanish.

This report summarizes the INFP meetings held 4-6 September, 1991 in Paris, France and provides key principles for successfully planning collaborative communication interventions. It offers a synthesis of the discussions generated, an overview of eight case studies worldwide, and theories, methods and outcomes learned by nutrition practitioners, education professionals and media specialists from around the world.

Conferences

The Dutch Health Education Centre will hold The Third Annual Conference on Mass Communication, Mass Media and Health Education from May 24-26, 1993 in Amsterdam, The Netherlands. For more information, contact: Marianne Smit, Dutch Health Education Centre, P.O. Box 5104, 3502 JC Utrecht, The Netherlands; fax: 31-309640-82.

The Indian Environmental Society is planning a Global Forum on Environmental and Development Education from September 28, 1993 in New Delhi, India. For more information, contact: Dr. Desh Bandhu, President, Indian Environmental Society U-112 (3rd Floor), Vikas Marg, Delhi-110092, India.

The Fifth World Print Congress will be held from February 28-March 4, 1993 in New Delhi, India. The theme 'Print Communication: A Global Vision' attempts to analyze the need for free flow of information globally and the potential of the print media. For information, contact: the All India Federation of Master Printers, E-14 South Extension Part II, New Delhi,-110 049 India.

The International Conference on Education for Human Rights and Democracy will be held in Montreal, Canada in March, 1993. It will examine educational approaches and methods as they relate to democracy. Contact Unesco, 7, place de Fonteroy, 75007 Paris, France, or the United Nations Centre for Human Rights.

Courses

Cornell University's short course in Communication Planning and Strategy will be offered from June 2-29, 1993. The course covers topics such as developing a communication strategy, analyzing audiences, message design issues, media selection, mobilization of resources, interpersonal communication, social marketing and communication research. For information, contact: Joan Payton, CPS-93, Dept. of Communication, Cornell University, Kennedy Hall, Ithaca, NY 14853 USA. tel: (607) 255-6500; fax: (607) 255-7905; e-mail: JFP@CORNELLC.CIT.CORNELL.EDU.

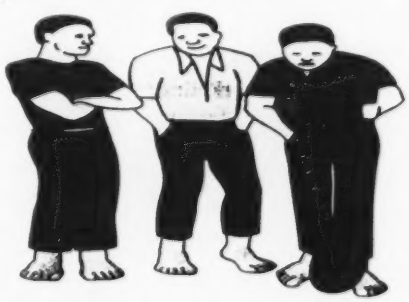
The International Extension College and Department of International and Comparative Education of the Institute of Education, University of London are running a four month course on Distance Education for Development from April 13-July, 30, 1993. For more information, contact: Short Course Assistant, Dept. of International and Comparative Education, University of London, Institute of Education, 20 Bedford Way, London WC1HOAL, England. tel: 44-71-612-6606.

The Radio Nederland Training Centre, a non-profit organization and part of the Federation of Institutes for International Education in the Netherlands, has various courses to train broadcasters from developing countries. Radio Nederland broadcasts daily in nine languages via transmitters and participants in the course have the opportunity to meet and establish contacts with broadcasters from around the world. The courses vary from Agricultural Sciences and the Media to Aerial Survey and Earth Sciences. For more information, contact:Radio Nederland Training Centre, P.O. Box 222, 1200 JG Hilversum, The Netherlands. tel: 31-35-47779; fax: 31-35-724532.

Scholarships and Grants

The Asian Development Bank Scholarship Program announces the availability of about 50 scholarships for masters and doctoral studies for up to three years. The scholarship includes tuition, travel and other allowances. The candidates must be nationals of a developing country member of the ADB and have at least two years work experience. For information, contact: Manager, Education, Health and Population, Asian Development Bank, 6 ADB Ave., Mandaluyong, Metro Manila, The Philippines, tel: (63-2) 711-3851; fax: (63-2) 741-7961.

The World Bank offers graduate scholarships for masters and doctoral studies to students who are under the age of 40 from developing countries which are members of the World Bank. For information, contact: Administrator, Graduate Scholarship Program, World Bank, 1818 H Street, NW, rm. M-4033, Washington, DC 20533, USA. tel: (202) 473-6849; fax: (202) 676-0962.



Two new journals invite contributors

Adult Education and Development, a bi-annual journal for adult education published by the German Adult Education Association, Department for International Cooperation, invites authors to submit articles on:

- Culture and Communication,
- International cooperation,
- Evaluation and research,
- Literacy, print and electronic media,
- Technology: innovations, transfer and alternatives,
- Global and local concerns: environment and peace,
- Teaching, training and learning,
- Gender issues,
- Role of institutions, organizations and associations, and
- Financing, legislation and lobbying.

Graphics and photos are also welcome. For information, contact: Herbert Hinzen, editor, Adult Education and Development, Deutscher Volkshochschul-Verband, Fachstelle Fur Internationale Zusammenarbeit, Rheinalle 1, D-5300 Bonn 2, Federal Republic of Germany.

The Community Education Develoment Centre is also looking for submissions. Its new journal, **The International Journal of Community Education,** is aimed at policy makers and practitioners in any sector of education. For information, contact: ICEA International Office, Lyung Hall, Blackberry Lane, Coventry CV23JS, England.

Have We Become Surrogates for Failure?

by Richard K. Manoff

Mauritius is a fascinating case study. As Cyril Dalais stated in the last issue of the DCR, I, too, have experienced Mauritius' "well-developed infrastructure...its wide cultural diversity." From my experience as a consultant to the National Institute of Nutrition in 1987, I was also impressed with its family planning program—the only success in Africa and perhaps in all the developing world.

I came away convinced that Mauritius is a prime example of the principle that " when poverty ends, development flowers." In that sense, I was pleased to note from Dalais that among the factors responsible for JCHEP's success is "that each child had an equal opportunity to enter the economic mainstream."

In the Mauritius that I recall, the eminent achievement is its virtual elimination of poverty. The effects are visible in its health statistics: morbidity and mortality have shifted from infectious diseases to the chronic ailments of heart disease, cancer, stroke, diabetes, etc.,—all the dubious blessings of affluence.

In such an economic environment, social marketing programs have their best chance of success. The history of the developed world bears testimony to this. Of course, Mauritius is a small island country of little more than a million people. Its modest size makes problems easier to deal with and program objectives more readily attainable. But there are other countries—island and non-island—that prove smallness does not necessarily assure successful outcomes.

This is the notable lesson from Mauritius for those engaged in development efforts: the prerequisite is "equal opportunity to enter the economic mainstream." Economic opportunity reduces the hardships of survival, eases time and energy demands on human effort and introduces the new value of convenience, with its liberating lifestyle. Certain earlier struggles are now won and the mind, spirit and energy are more available to the possibilities of education and development, self-improvement and health.

Mauritius is an exquisite cameo of such achievement. As explained to me, its prosperity derives from a British Commonwealth price guarantee for Mauritian sugar on the world market. These are circumstances peculiar to Mauritius—but we *can* provide "equal opportunity" without the means to build a capital base for internal development.

This is no novel insight. But have we social marketing/communication experts factored it into our work? Don't we usually approach maternal and child health or family planning programs with the same missionary zeal that they will make a difference? And have they? Can they, under less-than-equal "equal opportunity" circumstances?

I have spent more than 30 years propagating the theory and practice of social marketing, convinced to this day that it is an indispensable component of every program. Evidence of its effectiveness for these programs mounts. But how successful are the programs themselves? How much notice have we taken of the impact of limited "mainstream economic opportunity" on program outcomes? Shall we remain content to struggle with well-intentioned, well designed, effectively social-marketed programs while binding ourselves to the foreboding that, at best, we are merely ameliorating a critical condition with no assurance that even this modest improvement can be sustained?

Are we, too often, unwitting surrogates for failure?

There must be a way of devising an "eligibility formula" for development programs—some means for ascertaining in advance whether the "equal opportunity" of target populations is sufficient to liberate them for effective response to programs and messages. If it isn't, then we have two responsibilities: 1) to factor this into our expectations of program outcomes; and 2) to address the need for creating the essential "equal opportunity" which may be the most important development program of all. I can hear a chorus of voices: "We know that. We know that."

Well, if we do, isn't it incumbent on us that we reject the role of "surrogates of failure" and become "equal opportunity" advocates, foresworn not to give it up? Let us start with our economic planners from whom we would like to hear.

Tell us: what can be done in a developing country--any one or all of them—to emulate the Mauritian example of providing the economic basis for success in development? And, in the interim, how can we devise the "eligibility formula" so that we may realistically set objectives for program outcomes or to know that certain ventures are patently ineligible even to be tried?

■

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Assessing the "equal opportunity" of target populations is a needed precursor to social marketing programs.